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ABSTRACT

This guide contains information about academic support services available to single parents, displaced homemakers, and single pregnant women at community, junior, and technical colleges throughout Texas. Over three-fourths of the guide is devoted to program information in the form of brochures, flyers, and forms supplied by representatives of approximately 69% of 59 programs contacted prior to the manual's development. Some program descriptions feature one or two effective activities, whereas others present generic information on the various programs on a given campus. Included in the program materials is information on the following types of available services: child care, skills training/tutoring, transportation, counseling/advising, support groups/mentoring, textbook loans/libraries, job readiness, placement, housing, seminars/workshops, sample forms/brochures, scholarships, referral/linkages, recruiting, newsletters, assessment/evaluation, recognition/articles, and alcohol/drug awareness. A foreword, index of programs by activity, and history of the Carl D. Perkins Acts of 1984 and 1990 are included along with information on the following: Displaced Homemaker Network, Job Training Partnership Act, Texas Department of Human Services, Texas Employment Commission, Texas Rehabilitation Commission, and Women's Bureau. Appended are sample intake forms for five programs. (MN)

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ED 366 763

PROGRAMS FOR
SINGLE PARENTS
DISPLACED HOMEMAKERS
SINGLE PREGNANT WOMEN

A RESOURCE MANUAL

Jeri Evans, M.S., L.P.C.
Project Director

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Office of Educational Research and Improvement
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1993

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Contributions of Materials and Information

Displaced Homemakers Network
Job Training Partnership Act
Texas Department of Human Services
Texas Employment Commission
Texas Rehabilitation Commission
The Women's Bureau

Program Descriptions and Sample Forms, Brochures, Flyers and Other Materials

Amarillo College
Angelina College
Austin Community College
Bill J. Priest Institute of Technology
Brookhaven College
Cedar Valley College
Central Texas College
College of the Mainland
Collin County Community College
Del Mar College
Eastfield College
El Centro College
El Paso Community College
Galveston College
Grayson County College
Hill College
Howard County Junior College
Kilgore College
Kingwood College
Lamar University Institute of Technology
Lee College
McLennon Community College
Midland College
Mountainview College
Navarro College
Northeast Texas Community College
Northlake College
Odessa College
Palo Alto College
Paris Junior College
Richland College
San Antonio College
St. Phillips College
South Plains College
Texas State Technical College - Amarillo
Texas State Technical College - Sweetwater
Texas State Technical College - Waco
Tyler Junior College
Vernon Regional Junior College
Victoria College
Weatherford College

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Dallas County Community College
service providers for Single Parent/Displaced Homemaker/
Single Pregnant Women programs

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Foreward

Offering academic support services to Single Parents, Displaced Homemakers, and Single Pregnant Women is a unique challenge. On a daily basis, program directors and staff are invited to assist students in overcoming a multitude of obstacles. Academic, personal, financial, family, and career concerns are common, and often students view our campuses as their only ray of hope for independence and self-reliance. Single Parents, Displaced Homemakers, and Single Pregnant Women are aware they must find ways to overcome barriers to employment in their pursuit of jobs that will support their families and provide the necessities of life for themselves and their children.

For many, education can be the key to their success.

These students are survivors, and they bring with them an array of talents and strengths. However, they must have help. Frequently, they require the time and understanding of a caring person. They may need assistance with transportation or child care, direction in seeking a career, financial support, personal and academic counseling, or appropriate referral to community and state agencies. The list seems never ending.

This manual features programs from community, junior, and technical colleges across Texas—programs that address the needs of this special population. Dedicated, well trained, and experienced staff have contributed the information for this manual by responding to a questionnaire mailed to each campus. Follow up phone calls were made to encourage responses. As a result of these contacts, it was learned that there are 59 active Single Parent, Displaced Homemaker, Single Pregnant Women programs in the state, serving more than 18,000 students.*

The information reported from the various programs is certainly not comprehensive. Space does not permit an exhaustive description of the myriad of excellent services offered. Therefore, the reader should be aware that the information usually portrays only a segment of each Single Parent, Displaced Homemaker, Single Pregnant Women program. While some survey respondents chose to feature one or two effective activities, others opted to provide generic descriptions of the programs on their campuses. One other note, in viewing sample brochures, flyers, and forms, you will find that the printing on some is more crisp than others. In a project such as this, these inconsistencies cannot be avoided. Despite the printing deficiencies, the concepts are valuable.

Hopefully, much will be gleaned by sharing our ideas. It is intended that as programs are described in the manual, and discussed in regional workshops, possibilities for replication will be generated, and program effectiveness will be enhanced. While the types of services and methods of delivery may vary at each campus, the commitment is consistent.

During times of diminished funding, maintaining quality services will require tremendous ingenuity. As dollars decrease, it becomes vitally important that service providers develop strong relationships with oth campuses in the sharing of effective program strategies. Duplication of efforts can be minimized as joint planning takes place between colleges, human service agencies, and community organizations.

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* Of the 59 reported programs, approximately 69% responded to the questionnaire. Six reporting campuses did not indicate the number of students served, and therefore were not included in this count.

As you all work together, you are meeting the challenge of providing quality services for Single Parents, Displaced Homemakers, and Single Pregnant Women. Enthusiasm runs high across the state, and each of you is to be applauded for your dedicated efforts in helping students fulfill their goals and aspirations. You are vitally important to the future of our state as you help women and men prepare for the changing nature of work.

— *Jeri Evans*

Index of Programs by Activity

COLLEGE / ACTIVITIES	Child Care	Skills Training / Tutoring	Transportation	Counseling / Advising	Support Groups / Mentoring	Text Book Loan / Library	Job Readiness	Placement	Housing	Seminars / Workshops	Sample Forms / Brochures	Scholarships	Referral / Linkages	Recruiting	Newsletter	Assessment / Evaluation	Recognition / Articles	Alcohol / Drug Awareness
Amarillo	■	■	■	■	■	■	■	■		■	■	■	■	■		■	■	
Angelina	■	■	■	■	■	■	■	■		■	■		■	■		■	■	
Austin	■	■	■	■	■	■	■			■	■		■	■		■	■	
Bill J. Priest	■	■	■	■	■		■	■		■	■		■	■		■		
Brookhaven	■	■		■		■	■			■	■	■	■	■		■	■	
Cedar Valley		■		■	■	■	■	■		■	■		■	■		■	■	
Central Texas	■		■	■	■	■	■	■		■	■		■	■	■	■		
College of the Mainland	■	■		■	■			■		■	■		■			■	■	
Collin County	■	■		■	■		■			■	■		■	■		■	■	
Del Mar	■	■	■	■		■	■	■			■		■	■		■	■	
Eastfield	■	■	■	■			■	■		■	■		■	■		■		
El Centro	■			■		■					■		■	■		■	■	
El Paso	■			■	■		■	■		■	■	■	■	■	■	■	■	■
Galveston	■	■		■	■	■	■	■		■	■		■	■		■	■	
Grayson	■		■	■	■	■	■	■			■		■			■	■	
Hill	■	■	■	■	■		■	■		■	■		■	■		■	■	
Howard	■	■	■	■	■	■	■	■			■		■	■		■		
Kilgore	■	■	■	■	■	■	■	■		■	■		■	■		■	■	
Kingwood	■		■	■	■	■	■	■		■	■	■	■	■		■	■	
Lamar	■	■	■	■	■	■	■		■		■		■	■		■	■	
Lee	■	■	■	■	■	■	■			■	■		■	■		■		
McLennon	■	■	■	■	■	■	■	■	■	■	■		■	■		■	■	
Midland	■	■		■	■	■	■	■	■	■	■		■	■	■	■	■	
Mountain View	■	■		■	■	■	■	■		■	■		■	■		■	■	
Navarro	■			■	■	■	■	■	■	■	■		■	■		■	■	
Northeast Texas	■	■	■	■	■	■				■	■		■	■		■		
Northlake	■	■		■	■	■	■	■	■	■	■		■	■		■	■	
Odessa	■	■		■		■	■			■	■		■	■		■	■	
Palo Alto	■	■		■	■		■	■		■	■		■	■		■	■	
Paris	■	■	■	■	■	■	■	■		■	■		■	■		■		
Richland	■			■			■			■	■		■	■		■		
San Antonio	■		■	■	■	■	■	■		■	■	■	■	■		■	■	
St. Phillips	■			■	■					■	■		■	■		■	■	
South Plains	■	■	■	■	■	■	■	■		■	■		■	■	■	■	■	
TSTC-Amarillo	■	■	■	■		■	■	■			■		■	■		■	■	
TSTC-Sweetwater	■	■		■	■	■		■			■		■	■		■		
TSTC-Waco	■	■	■	■	■	■	■	■		■	■		■	■		■	■	
Tyler	■	■	■	■	■	■	■	■		■	■		■	■		■	■	
Vernon	■	■	■	■	■	■	■	■		■	■		■	■		■	■	
Victoria	■		■	■		■				■	■		■	■		■	■	
Weatherford	■	■	■	■	■	■	■	■		■	■		■	■		■	■	

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KEY: ■ Provides service as described in this report ■ Provides this service but further information not included

A History of the Carl D. Perkins Vocational and Applied Technology Acts of 1984 and 1990

A History of the Carl D. Perkins Vocational and Applied Technology Acts of 1984 and 1990

National statistics have long indicated that America has a large number of single parent households living below the poverty line. The majority of these heads of households are single mothers or displaced homemakers with no marketable skills and little opportunity to raise their economic level. The Carl D. Perkins Vocational and Applied Technology Acts of 1984 and 1990 made provisions for single parents, displaced homemakers, and single pregnant women in vocational education programs in higher education. The two acts were very similar in philosophy, but the definitions of eligible participants and methods of allocation changed significantly in the 1990 Act. Despite these changes and despite continually shrinking funds, service providers have continued to provide a variety of programs to eligible students who would not be otherwise served, sometimes the most needy population on campus.

The 1984 Carl D. Perkins Vocational Education Act provided federal funds for the improvement of vocational education programs in higher education. Community, junior, and technical colleges and institutions were the direct recipients of these funds. The Act listed several purposes for the funding, including "to assure all individuals access to quality vocational educational programs" (TAG 1989:A,5,1.2-1). Included among several special populations within the general allocation were programs for persons entering non-traditional programs, single parents, and homemakers. "Single parent" was defined as "an individual who is unmarried or legally separated from a spouse and has a minor child, or is pregnant, or has children for which the parent has either custody or joint custody" (TAG 1989:B,39,2.11-1). A "homemaker" was defined as "an adult and worked as an adult primarily without pay to care for the home and family and for that reason has diminished marketable skills for entering the labor force" (TAG 1989:B,39,2.11-1).

Although the funding was not exclusively meant for females, most individuals who fell within these two categories were women; thus, the focus of programs was generally aimed toward the needs of women. Institutions quickly found that there were numerous eligible students among their populations, and new programs sprang up to provide needed services including child care assistance, counseling, career counseling, transportation, book lending, literacy classes, and basic support. Many institutions, seeing the great need of this population, also provided matching funds (although none were required for participation in the program). Interaction with area agencies, such as the Texas Employment Commission and Texas Department of Human Services, became necessary to provide services. This was the beginning of important connections between institutions and community agencies. As word spread throughout the campuses and the communities that services were available, more students requested assistance, stretching budgets to their maximum.

Technical Assistance Guide for Planning and Reporting Federal Programs, Postsecondary Vocational Education Under the Carl D. Perkins Vocational Education Act, 1989.

Technical Assistance Guide for Planning and Reporting Federal Programs in Postsecondary Vocational Education Under the Carl D. Perkins Vocational and Applied Technology Education Act, 1992.

The Displaced Homemakers Network: The Women It Services, The Problems It Addresses, Its Accomplishments and Current Activities.

The 1990 Carl D. Perkins Vocational and Applied Technology Act made several changes affecting the single parent/displaced homemaker programs. The most important change was the difference in method of allocation. Although single parents and displaced homemakers may be served under the disadvantaged criteria of the general allocation if they are academically or economically disadvantaged, no specific category was set aside for services for them. Service providers who had previously had successful programs voiced deep concern that these populations would be ignored. However, institutions could apply for funds under state discretionary programs. Approximately ten percent of funds available would be divided between two programs: seven percent for single parent, displaced homemakers and single pregnant women, and three per cent for sex equity programs. The purpose of these programs would be "to provide single parents, displaced homemakers, and single pregnant women with marketable skills and to promote elimination of sex bias" (TAG 1992:A,9-10). Since applying for these funds meant writing a proposal, service providers quickly acquired the new skill of grant writing in order to apply for funds for their programs.

Grant applications addressed several objectives:

- To provide, subsidize, and reimburse or pay for vocational instruction, including basic literacy, and educational materials for single parents and homemakers
- To make grants to eligible recipients for expanding vocational services
- To make grants to community-based organizations
- To improve accessibility to single parents and homemakers through improved scheduling
- Provide information to single parents, homemakers, and single pregnant women such as vocational programs, related support and career counseling (TAG 1992:A,9-10)

Programs under the new law continue to emphasize partnerships with community-based organizations.

Definitions for eligible participants have also changed. Programs may now serve single parents, displaced homemakers or single pregnant women. A displaced homemaker is currently defined as an individual who meets the following criteria:

- Is an adult, **and**
- Has worked as an adult primarily without remuneration and for that reason has diminished marketable skills, **or**
- Has been dependent on public assistance or on the income of a relative, but is no longer supported by such income, **or**
- Is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to dependent children under Part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this act, **or**
- Is unemployed or under-employed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate (TAG 1992:58).

A single parent is defined as an individual who is both:

- Unmarried or legally separated from a spouse, **and**
- Has a minor child or children for which the parent has either custody or joint custody, or is pregnant (TAG 1992:60).

Currently programs must compete for funds, but stiff competition has not lessened the networking and support among service providers. Indeed, it seems that these hardworking individuals have become even closer, sharing ideas, proposals, and systems in a true spirit of cooperation. The Displaced Homemaker Network has provided an avenue for this type of sharing and cooperation. In 1978 the First National Conference on Displaced Homemakers convened in Baltimore with nearly 500 women attending from across the country. By 1979, the Displaced Homemakers Network was formally established. Since that time, the Network has been instrumental in successfully obtaining employment and training legislation through various programs including CETA, JTPA, and currently, the Carl D. Perkins Vocational Programs. By 1988, there were over 1000 displaced homemaker programs in the nation, most of these linked through the Displaced Homemaker Network. The Network has a national conference, as well as regional meetings. It is within the regional affiliations that much sharing and networking takes place among service providers, helping them to improve their own programs.

Since funding fluctuates, many programs have had to contend with decreased funds from year to year, creating a need for innovative planning and stringent priority-setting. Strong lobbies such as the Displaced Homemakers Network advocate additional funding and legislation to help this population. Institutions have become more sophisticated in applying for available funds and accessing community resources to supplement services. The Carl D. Perkins Vocational and Applied Technology Education Act continues to be the main provider of services to displaced homemakers and single parents in higher education.

Second Flight

➤ History of Program

Second Flight is an outgrowth of a 20-year program originally funded as one of three Displaced Homemaker Programs in Texas. The program is partially funded by Carl Perkins Vocational Funds, but primarily by Amarillo College.

➤ Goals

1) To offer counseling and financial assistance to single parents, single pregnant women and displaced homemakers.
2) To recruit and enroll students.
3) To make child care, transportation and textbook assistance available to single parents, single pregnant women and displaced homemakers.

➤ Impact

Approximately 100 women come to the Second Flight Program per month seeking guidance. They are counseled and referred to a free 24-hour workshop offered seven times annually for people in transition. Many workshop participants enroll in college. All prospects receive financial aid information and appropriate counseling.

➤ Number/Roles of Staff Involved

1 Full-time institutionally funded Coordinator/Counselor
1 Full-time Counselor, Carl Perkins Annual App. funded
1 Scholarship Technical Assistant, Carl Perkins Discretionary funded
1 Counseling Assistant, Carl Perkins Discretionary fund 59% (Amarillo College 41%)

➤ Characteristics of Students Participating in Programs

Of the 4,071 female students enrolled, 1,739 are single parents or displaced homemakers:

(1) Most receive some form of public assistance (AFDC, food stamps);
(2) Most qualify for and receive the Pell grant;
(3) Most are diligent students who eventually graduate and enter the workforce.

➤ Outside Recognition

One of five model programs in Texas recognized and featured in a 1990 publication by the Texas Employment Commission and JTPA. Several newspaper articles have featured Second Flight.

➤ What Makes This Program Unique and Effective?

Community support manifested through scholarship money is given to assist adult students. Students who cannot qualify for Carl Perkins funds can usually be assisted with Amarillo College foundation scholarships and scholarships provided by community organizations. A Second Flight Alumni Association has been formed to lend support to students.

Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,500
Continuing Education (Non-Credit): 21,500
Number of Students Served (SP/DH/SPW): 4,189

P. O. Box 447
Amarillo, Texas 79178

Contact: Donna Moore
(806) 371-5450

NOW-2000:
Non-Traditional Occupations for the Year 2000

- **History of Program**

  Amarillo College has provided support services for non-traditional students for ten years. Carl Perkins Discretionary Funds support the program. Seven 24-hour free workshops are provided annually for the community including a segment on non-traditional careers.

- **Goals**

  1) Recruit men and women into occupations non-traditional for their gender.
  2) Provide support services: child care, transportation and/or textbook assistance for enrolled students.
  3) Provide counseling (academic, personal, career) for prospects and students.

- **Impact**

  More men are enrolled in nursing and health-related courses. More women are enrolled in criminal justice, electronics, and auto mechanics. Programs are presented in high schools and community organizations to recruit.

- **Number/Roles of Staff Involved**

  1 Coordinator funded by Amarillo College
  1 Full-time counselor funded by Equity Discretionary Carl Perkins grant
  1 Scholarship Technical Assistant funded by Carl Perkins
  1 Counseling Assistant partially funded by Carl Perkins

- **Characteristics of Students Participating in Programs**

  Of the 6,500 academic students enrolled in Amarillo College, approximately 421 are enrolled in non-traditional programs. Many are older-than-average age students, returning to train for today's technical job market.

- **Outside Recognition**

  NOW-2000 was featured as a model program in Starlink Spring 1992 Teleconference; a 12-minute video was produced. Several newspaper feature articles have been published.

- **What Makes This Program Unique and Effective?**

  Linkages with community agencies and faculty support enable counselors to contact prospects and interested students for non-traditional careers.

Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,500
Continuing Education (Non-Credit): 21,500
Number of Students Served (SP/DH/SPW): 4,189

P. O. Box 447
Amarillo, Texas 79178

Contact: Donna Moore
(806) 371-5450

second flight

ADULT STUDENTS & WOMEN'S SERVICES
(A UNIT OF THE COUNSELING CENTER)

Services for the Returning Student

The number of adults, and women in particular, enrolled in higher education has risen significantly in this decade. About 58.7 percent of Amarillo College students are over the age of twenty-four. The trend is toward even higher numbers of adult learners for the future.

Often these students have special needs upon returning to college because of family and job obligations. Amarillo College is sensitive and responsive to the personal and educational needs of the adult learner by providing nationally certified counselors to service these students. Services that are available include:

1. Personal, educational, academic and career guidance
   . . to help put into perspective the age time factor and its implications toward life planning and realistically integrating various roles into the educational and career planning process

2. Referral help concerning family, legal, medical, child care and housing needs
   . . to other departments and/or agencies as needed by each individual

3. Special courses, workshops, seminars and orientation sessions
   . . to help assess interests, abilities and values related to various career opportunities and life cycle roles, to provide assistance in gaining more self-confidence to alleviate anxieties and insecurities

4. Scholarship and other financial aid information
   . . to help eliminate financial constraints

5. Textbook lending library

6. Special activities
   . . to help fill need of meeting other adults with similar concerns

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

WHO? The Adult Students' & Women's Services offers this training to:

1. Persons who have been left alone because of death or divorce
2. Single heads of household seeking additional job skills
3. Homemakers who work part-time seeking additional education
4. Persons seeking employment in nontraditional jobs

WHAT? A workshop to offer training in various areas of daily living and job-readiness

WHEN? The week's training of twenty-four hours will be Monday through Friday 8:30 a.m. - 1:00 p.m. (An evening workshop is also available)

WHERE? The workshop will be held in the Library, Room 110 C

HOW? Contact Adult Students' & Women's Services, 371-5447 for more information (Continuing Education Credits will be awarded)

WHY? The workshop is designed to:

1. Offer training in assertiveness, identifying strengths, goal setting, and management of stress
2. Assess individual needs and abilities
3. Acquaint participants with educational and career opportunities
4. Develop job-search skills and job-readiness skills

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

A Kaleidescope of Person's Strengths, Options and Opportunities

MONDAY	Initiating Relationships Introduction to Self-Awareness & Esteem Building Importance of Successful Interpersonal Relationships Identifying Strengths Goal Setting
TUESDAY	Communication Skills Stress - Relaxation Techniques Assertivness Training Film
WEDNESDAY	Management of Legal Rights & Responsibilities Management of Money Management of Career Decisions Management of Life Transitions
THURSDAY	The Facts--Job Market Information Placement Options (Academic & Vocational) How-To's: Cover Letters: Resumes: Applications Employment Sources Employment Interviews: Appearance: Questions Asked: Why people Aren't Hired: Special Helps
FRIDAY	Career Interest Inventory Personnel Directors (Guest Speakers) Wrap-up & Course Evaluation Continuing Education Awards

second flight

P.O. Box 447
Amarillo, Texas 79178
(806) 371-5447

AMARILLO COLLEGE
CHILD CARE SCHOLARSHIP POLICY
ADULT STUDENTS & WOMEN'S SERVICES

1. Amarillo College will pay child care agencies on a monthly rather than a weekly basis.

2. Because the money comes from a federal grant, the college can only pay for services already rendered.

3. Child care providers should bill Amarillo College on the 25th of each month for services rendered for that month (i.e. September child care could be billed on September 25th for the whole month of September.) Invoice should be received no later than the 1st day of the following month.

4. Child care invoices should be directed to:

   Margie Moore
   Adult Students & Women's Services
   Amarillo College
   P.O. Box 447
   Amarillo, TX 79178

5. Invoices should show:

   1. Child's name.
   2. Parents' name.
   3. Weeks covered by invoice and total amount owed by Amarillo College for that time.
   4. AC Purchase Order No. if possible.
   5. Child care provider invoice number.

6. Amarillo College will reimburse a maximum fee per child according to the attached contract. Billing must never exceed the amount shown on the contract for specified months.

7. It will be the mutual responsibility of child care provider and the Amarillo College Student to arrange a satisfactory payment schedule for charges not covered by the Amarillo College Scholarship.

8. A child care provider contract is being sent to cover services for specified semester. Provider should execute the contract and return it to:

   Margie Moore
   Adult Students & Women's Services
   Amarillo College
   P.O. Box 447
   Amarillo, TX 79178

CHILD CARE CONTRACT

$____________ TOTAL AMOUNT

____________ ACCOUNT NO.

____________ P.O. NUMBER

____________ REQ. NO.

____________ (NAME) ____________ (ADDRESS) ______ (ZIP) ____________ (PHONE NO.)

SS#____________________ MAJOR____________________

has been selected to receive an Amarillo College Adult Students & Women's Services Child Care Scholarship.

The following child care provider:

____________ (NAME OF CARETAKER) ____________ (ADDRESS) ______ (ZIP) ____________ (PHONE NO.)

Will be responsible for the care of:

____________________________________ (NAME OF CHILD OR CHILDREN)

for the following period of time____________________. Child care provider will bill Amarillo College on or about the 25th of each month as outlined in the Policy Statement. A maximum child care fee is allowable as follows:

September__________ November__________

October__________ December__________

For payment of services rendered, the caretaker will bill:

AMARILLO COLLEGE
ADULT STUDENTS & WOMEN'S SERVICES
ATTENTION: MARGIE MOORE
P.O. BOX 447
AMARILLO TX 79178

____________________/Date______
Donna Moore, AC ASWS Coordinator

____________________/Date______
Recipient

____________________/Date______
Child Care Provider

TRANSPORTATION SCHOLARSHIPS-Processing Instructions

1. Students must have a contract, specifying how much they will be reimbursed. (This is after student has kept their mileage to and from school to determine how far it is.) Two copies of this contract must be made-One for the student to keep, one to be attached to the requisition, and the ORIGINAL is kept in the student's file.

2. Requisition is typed and copy made for student's file.

3. Card file is made and student is entered on the computer. (Put on the mailing list as well as on the Total Cost Transportation list.

4. Each month, student submits gasoline tickets and mileage record form. These two forms are kept in student's file.

5. An invoice is filled out each month and signed by the student, showing amount of reimbursement allowed according to the contract. (These should all by typed at one time and kept in the students file.) WE ONLY PAY FOR THE TOTAL AMOUNT OF THE GAS TICKETS (If the tickets total under the amount specified on the invoice mark out the typed allowance and write in the new total. If the tickets total over the amount specified we only pay the amount specified.)

7. A copy of the approved invoice is made to be kept in student file.

8. The card file is then dated as to when the invoice was sent over to purchasing for payment. If the amount allowed is different then the amount submitted, note this on the card next that specific month.

8. The invoice is then sent to Purchasing after being approved for payment by Cherie Akst or Donna Moore. (Carrie signs their name and initials it ONLY after verifying everything is correct.)

Student is responsible for coming in at the end of each month with gasoline tickets and mileage record.

TRANSPORTATION CONTRACT

$__________

____
Acct/No.

____
P.O. Number

____
Req. No.

Name	Address	Zip	Phone #

Social Security Number	College Major

has been selected to receive an Amarillo College Adult Students & Women's Services Transportation Scholarship through Carl Perkins Vocational Funds for the following time period:

September__________
October__________
November__________
December__________

This student will be compensated for transportation costs incurred while attending Amarillo College classes. Round-trip mileage from this student's residence and AC is _________. The rate of .225 is allowable, but expenses shall not exceed the monthly allocations listed above.

____
Donna Moore, AC ASWS Coordinator

Date__________

____
Recipient

Date__________

Appeasing Your Holiday Hunger .... **Nov. 18**

Christye Frost
Marketing Representative
Southwestern Public Service Company

Learn how to prepare "fat-free" holiday treats. Home economists will demonstrate delicious low-calorie foods, and will provide recipe books that include "help-your-heart" menu ideas.

Thanksgiving Holiday .... **Nov. 25**

No seminar scheduled

Surviving the Holidays .... **Dec. 2**

Dr. Ken McTague
Psychologist
Northwest Texas Hospital

Myth or fact: More people take their own lives during the holiday season? Come and learn the causes and factors that lead to suicide.

Ring in the New Year .... **Dec. 9**

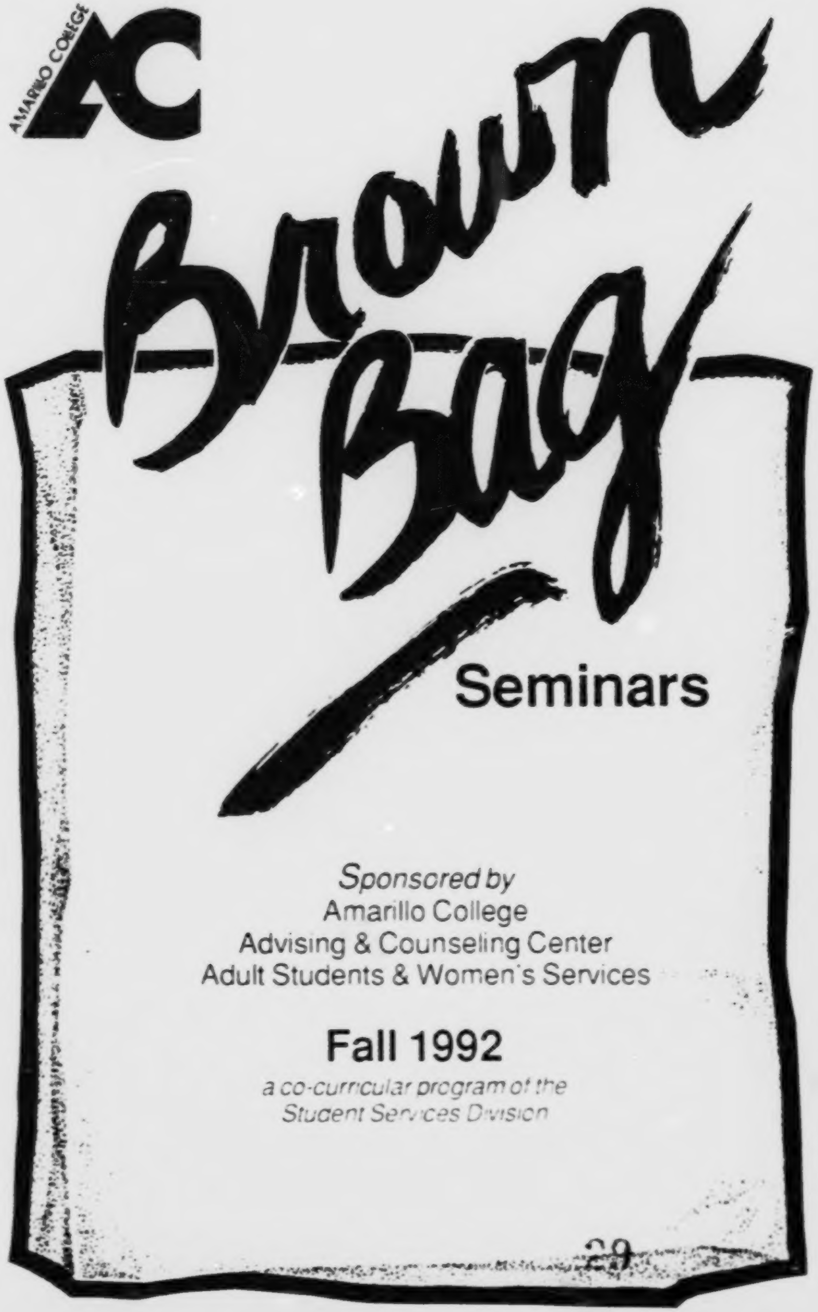
Choral Music Department
Amarillo College

Catch the Christmas spirit at this festive musical program. The Amarillo College Fine Arts Department will present a beautiful selection of choral Christmas selections. Join us in the Concert Hall-Theater Common Lobby for a melodious holiday treat.

For additional help and information contact
Adult Students & Women's Services
Room 110 — Lynn Library
Washington Street Campus

Amarillo College
P. O. Box 447
Amarillo TX 79178

(806) 371-5447



Brown Bag Seminars

Sponsored by
Amarillo College
Advising & Counseling Center
Adult Students & Women's Services

Fall 1992

a co-curricular program of the Student Services Division

Fall 1992 Brown Bag Schedule

Adult Students and Women's Services

An informal "brown-bag" lunch group that is open to students and members of the community interested in information-sharing, mutual support, and topical presentations. The seminars are held every Wednesday, Sept. 9 through Dec. 9 from Noon to 1 p.m. in the College Union Building, Oak/Acorn Room (unless otherwise indicated). Bring your own lunch. Coffee and tea will be provided. Donations will be accepted to cover costs of drinks and printing of handouts. For more information, call 371-5447, Adult Students and Women's Services.

Sex: All the Questions Mom and Dad Forgot to Answer (or You Failed to Ask) .... Sept. 9

Deann Merchant, Ph. D
Professor of Psychology
Amarillo College

You came into this world a sexual being. Your sex education began the day you were born, but if you're the typical adult, you still have unanswered questions. This presentation is based on submitted questions pertaining to sexual behavior.

What You Think Is What You Get .... Sept. 16

Nina Stein, LPC
Family Guidance Center

Much focus has been given to increasing self-esteem, yet, rarely are we given the tools to do it. One's self-image can be destroyed through negative "self-talk." Learn strategies for self-empowerment through affirmation. Seminar in Badger Den.

A Case of Mistaken Identity .... Sept. 23

Brad Johnson, LPC
Psychotherapist
Golden Spread Counseling Center

Are shame and guilt often mistaken for the same emotion? Join us for this informative presentation on the differences between shame and guilt, learn how each can be successfully resolved.

Is the Cold War Over? Sept. 30

Bill Duncan, Overseas Consultant and
Betty Ruland, Instructional Media Specialist
Amarillo College

How has the conversion from communism to capitalism affected the former Soviet Union and our relationship with them? Duncan has been extensively involved in the realignment of business opportunities within Russia and will address economic issues. Ruland, a recent visitor to Russia, will discuss the Russian people's openness to American ideals and beliefs.

You Can Save a Life .... Oct. 7

Cynthia E. Blanck, Ph. D.
Director of Transplant Immunology
Harrington Cancer Center

Today's medical transplant technology is advancing at an amazing rate, and new resources invite community participation. The greatest resource needed for these programs is YOU. Come and learn new ways to become involved in medical processes whereby you can help save lives.

Living in a Pressure Cooker .... Oct. 14

Tamara Overcast
Potter County Extension Agent - 4-H

Eliminating all stress in life is an impossible and undesirable task. Learn how to manage stress wisely so that it can become motivating instead of debilitating.

How to Fight Fair .... Oct. 21

Lynda Smith
Attorney
West Texas Legal Services

Since conflict is predictable and happens in every setting, less combative forms of resolution are needed. Is there a way to achieve a "win/win" compromise? Come and explore the possibilities.

Self-Improvement through Martial Arts .... Oct. 28

Mike Lister
Chief Instructor
Fighting Tigers Tae Kwon Do

Are you looking for a way to promote wellness, to become mentally and physically fit plus learn self-defense? Look no further! Join us for an exhilarating martial arts demonstration and learn how you can incorporate simple wellness strategies into your everyday life.

Christmas Crafts Bazaar .... Nov. 4

Talented community participants will provide you with a wide selection of arts and crafts for your early Christmas shopping pleasure. Join us in the Concert Hall-Theater Common Lobby from 11 a.m. to 6 p.m.

You and Your Aging Parents .... Nov. 11

Terry Hargrave, Ph. D. and Sharon Hargrave, M.A.
Marriage and Family Therapy

The "sandwich generation" finds itself caught between adult children, grandchildren, and elderly parents. The presenters will offer strategies to cope with the intergenerational stresses of dealing with elderly parents.

Life Skills Program

History of Program

Three parts:

1) Life Skill Library - Set up in the library; a corner consisting of comfortable chairs and tables. There is a wide assortment of books, magazines, videos and brochures on many topics, such as parenting, careers, nutrition and health, motivation, self-esteem, divorce, death, illness, etc.
2) Seminars - Once or twice a month luncheon seminars are held in the cafeteria. Students attending can buy a discount lunch or bring a brown bag lunch. Some just come for the program and do not eat. The programs are usually sponsored by a local service club or business. This year, the Chamber of Commerce is doing a "Practical Parenting" series. The Altrusa Club sponsored a panel discussion on "Successful Career Techniques." We are also having one to introduce the new Parent's Resource Center.
3) The Parents' Resource Center - Consists of educational toys and books, which can be checked out by students to use with their children. We will show different ways the toys can be used. There are toys and books for children up through age eight.

Goals

- Improve life skills and job interview skills
- Give information on many subjects
- Build confidence and self-esteem
- Meet others in similar situations
- Help parents and children bond
- Improve parenting techniques

Impact

Library materials, checked out with library card, have heavy use. Seminars, one to two per month with a lunch, average 50 to 75 in attendance. Parents' Resource Center is brand new.

Number/Roles of Staff Involved

1 Coordinator
1 Secretary

Characteristics of Students Participating in Programs

Occupational majors, mostly, although others are welcome to participate.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit:
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): Not Reported

P. O. Box 1768
Lufkin, Texas 75901

Contact: Mary Jo Gordon
(409) 639-1301

- **Outside Recognition**
  - The Chamber of Commerce is doing a series of programs called "Practical Parenting."
  - The Altrusa Club did a panel discussion on "Successful Career Techniques."
- **What Makes This Program Unique and Effective?**

  Community participation.

Rainbow Fund

➤ History of Program

Started and later endowed by a woman who heard a program we did for the Altrusa Club. She asked what we needed and was told, "something for people who fall through the cracks." She decided to start a loan fund and called it the Rainbow Fund because it is for students of all colors and there is a pot of gold at the end of the rainbow, if they persevere and work hard.

We only use it as a last resort after exhausting all other resources. The fund has now been endowed and others can make contributions. We only use the interest. The money is loaned, repaid and re-loaned all year. Last year we made 22 loans.

➤ Goals

To allow students to stay in school. Sometimes they have emergencies and have to dropout for $25-$50-$100. It is then very difficult to return and reinstate the Pell Grant.

➤ Impact

Last year 22 students were assisted.

➤ Number/Roles of Staff Involved

Coordinator Special Student Support Services
Financial Aid Director
Business Offices

➤ Characteristics of Students Participating in Programs

Emergency situations.

➤ Outside Recognition:

Several excellent newspaper articles.

➤ What Makes This Program Unique and Effective?

- Community support.
- It really works and makes a difference.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit:
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): Not Reported

P. O. Box 1768
Lufkin, Texas 75901

Contact: Mary Jo Gordon
(409) 639-1301

Austin Community College

Breaking Barriers

- **History of Program**

  Outgrowth of ACC Women's Center since 1985. First funded by Carl Perkins in Fall 1991.

- **Goals**

  Recruitment and retention of single parents in technical/professional programs. Community linkages. School-to-work transitions.

- **Impact**

  Served 395 single parents, 77 of whom received financial assistance with day care and/or textbooks. Of these 77, 95% were retained until year end with an average GPA of 3.06. Six graduated.

- **Number/Roles of Staff Involved**

  1 Counselor/Coordinator funded with Discretionary Funds

  3½ Other Counselors funded through Perkins Formula Funds to work with disadvantaged, provide support over the three major campuses

- **Characteristics of Students Participating in Programs**

  Single parents and displaced homemakers: 80% disadvantaged; 98% women and displaced homemakers.

- **Outside Recognition**

  Received Certificate of Appreciation from Wings, Texas Department of Human Services Client Self-Support Program, Region VI. Articles have appeared in local print media and internal college publications. Received Women 2000 Award from Austin Womens Political Caucus recognizing "Efforts made to improve the quality of life for women in Travis County."

- **What Makes This Program Unique and Effective?**

  Single parent support group. Comprehensive career counseling. Extensive outreach/follow-up with participants. Proactive approach focused on identifying and anticipating problems and promoting a collaborative approach to problem solving and decision making. Community linkage to provide holistic support and comprehensive services through collaborative case management and financial commitment.

✓ Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 23,048
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): 8,978

5930 Middle Fiskville Road
Austin, Texas 78752

Contact: Sherry Morris
(512) 389-4081

For more information on ACC Support Center programs call or visit any of our three program sites:

Northridge Campus
11928 Stonehollow Drive
832-4726

Eastridge Campus
4100 Ed Bluestein Boulevard
929-6100

Riverside Campus
1020 Grove Boulevard
389-4014

Other programs offered at the Support Centers:

- ***Making Transitions***, a program for displaced homemakers
- ***Expanding Horizons***, a program for students in nontraditional majors for their gender
- ***Building Futures***, a program for individuals pursuing their dreams

AUSTIN COMMUNITY COLLEGE

BOARD OF TRUSTEES

Mack Ray Hernandez, Chairman
Dr. Carol Nasworthy, Vice Chairman
Paul Linehan, Secretary
Beverly Davis
Hunter Ellinger
Pete Foster
Della May Moore
Dr. Bruce M. Murray
Murray Shaw

Dan Angel, President

1973

ACC is an equal opportunity institution.

BREAKING BARRIERS

for women and men
who are single parents

a special program of the
Austin Community College
Student Services
Support Center

BREAKING BARRIERS

A Program for Single Parents

Sometimes building a future for yourself and your children means breaking barriers. These barriers may be the chore and expense of going to college - finding affordable and convenient child care, arranging dependable transportation, or paying for tuition and books.

But sometimes the barrier resides inside ourselves - that fear of returning to the classroom, anxiety over studying and taking exams, uncertainty about career options and decisions, or worry over juggling the responsibilities of work, school, and home.

Breaking Barriers is a comprehensive support program to help single parents get into - and complete! - Applied Science degree or certificate programs at Austin Community College. Participants may qualify for financial assistance based on need, potential for success, and available funds. The Program may include:

- Career exploration and planning
- Assessment of financial, academic, and personal barriers and assistance in overcoming them
- Community and on-campus referrals
- Financial assistance with books, dependent care, and transportation
- Follow-up counseling to evaluate progress toward educational, career, and personal goals

Begin breaking your barriers now. Contact the Support Center and invest in an Applied Science degree or certificate program leading to a rewarding career in a technical field. Automotive Technology, Accounting, Child Development, Computer Information Systems, Manufacturing Technology, Nursing, Photographic Technology, and many,many more are offered at Austin Community College.

> *"The end result of all this is that I graduate in May of 1992 with an Associate Degree in Registered Nursing. The chances for a good job that will support my kids and myself are excellent and the future looks good. Along the way I gained back a lot of self-confidence and a great deal of emotional fortitude."*

Lavem C.
Breaking Barriers
Participant

For more information on ACC Support Center programs call or visit any of our three program sites:

Northridge Campus
11928 Stonehollow Drive
832-4726

Eastridge Campus
4100 Ed Bluestein Boulevard
929-6100

Riverside Campus
1020 Grove Boulevard
389-4014

Other programs offered at the Support Centers:

- ***Breaking Barriers***, a program for men and women who are single parents
- ***Expanding Horizons***, a program for students in non-traditional majors for their gender
- ***Building Futures***, a program for individuals pursuing a dream

AUSTIN COMMUNITY COLLEGE

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Murray Shaw

Dan Angel, President

ACC is an equal opportunity institution.

MAKING TRANSITIONS

for displaced homemakers returning to school

a special program of the
Austin Community College
Student Services
Support Center

MAKING TRANSITIONS

The Making Transitions program creates a special environment of support and encouragement to assist displaced homemakers who are in the process of making significant changes in their lives. This period of transition often arrives through such traumas as divorce, death of spouse, financial disruption, and unemployment. Many people find they can benefit from assistance with reassessment, retraining, and redirection.

Making Transitions is a comprehensive support program designed to help displaced homemakers enter and complete Applied Science degree or certificate programs at Austin Community College. Participants may qualify for financial assistance based on need, potential for success, and available funds. The Program may include:

- Career Counseling - to assist you in taking stock of your abilities, interests, personality, and experiences, in exploring career options, and in setting and achieving your goals
- Academic Counseling - to assist you in designing an appropriate educational plan and in developing learning strategies and skills which can ensure your success
- Personal Counseling - to assist you in overcoming barriers, in exploring new strategies for coping with life's challenges, and in expanding your personal development
- Financial Assistance - to help defray the cost of books, dependent care, and transportation
- Mentoring and Support Groups - to provide you the opportunity to meet understanding students who have experienced first hand the challenges of returning to school

Begin making transitions today. Contact the Support Center and invest in an Applied Science degree or certificate program leading to a satisfying and rewarding career in a technical field. Allied Health Sciences, Electronic Technology, Human Services, Building Construction Technology, Business Management, Legal Assistant, Quality Assurance Technology, and many, many more are offered at Austin Community College.

> *"Though no one can go back and make a brand new start... Anyone can* ***START FROM NOW*** *and make a brand new end."*
>
> C. Bard

AUSTIN COMMUNITY COLLEGE
SUPPORT CENTER
ASSESSMENT PART II
(Confidential)

Previous Education

What training or education have you had **following** high school or GED?__________________
What was your major or area of specialization?____
Graduated with: ☐ certificate ☐ AA/AS/AAS ☐ BA/BS ☐ other____________________

Have you taken the ACC Assessment or TASP test? ☐ yes ☐ no
If yes, please provide your scores: TASP: Writing____Reading____Math____
ACC: Writing____Reading____Math____

Employment Information

Current employer:________________________ hours per week:_______ Position:______________

Are you currently looking for new or additional employment? ☐ yes ☐ no
Would you like counseling assistance in your search? ☐ yes ☐ no

List previous employment, with most recent job first:

Position	Company	Start date	End date	Estimated Monthly Salary

Career Choice

Within the last six years, have you used any career planning resources?
DISCOVER: ☐ yes ☐ no ACC's ACES: ☐ yes ☐ no
Other_____________________________________
List several careers you have considered.

What kinds of jobs do you expect to get after you finish your program at ACC?

Are you interested in discussing and exploring career options with a counselor? ☐ yes ☐ no

General Information:

How would you describe your **emotional health** (that is, your general feelings of well-being or lack of stress)? ☐ poor ☐ average ☐ excellent
List the major sources of stress or emotional problems and any medications:

How would you describe your **physical health**? ☐ poor ☐ average ☐ excellent
List any specific health problems and any medications:

I am in recovery from ☐ drug or alcohol dependency ☐ eating disorder ☐ co-dependency
I am a survivor of ☐ psychological abuse ☐ physical abuse ☐ sexual abuse

Please describe the obstacles you **have overcome in the past** and how you accomplished this.

Please describe the **current** personal and external obstacles to your getting into and/or staying in school now.

Please list the names of community organizations/agencies from which you have received assistance in the past two years and the type of assistance you have received. eg. churches, neighborhood centers, etc.

Please describe the sources and nature of emotional support in your life at this time. eg. spouse, significant other, relative, counselor, church, etc.

What financial contribution can you currently make toward your education?
I can provide my own transportation to classes ☐ yes ☐ no
I can pay for ☐ part ☐ all my textbooks/supplies
I can provide for ☐ part ☐ all dependent care

ACC 01/92

Single Parent/Displaced Homemaker Program

History of Program

The Edmund J. Kahn Job Training Center has a demonstrated commitment to serve "at-risk youth" and "hard-to-serve adults" in comprehensive long-term training. Although this is a more difficult group to retain in training and place in unsubsidized employment, the Center has been successful overall in serving this group.

The targeted population includes economically disadvantaged individuals within Dallas County. The Job Training Center, located south of downtown Dallas, has successfully provided occupational and basic education training programs to Dallas County residents.

Goals

The goal and objective of this program is to provide quality instruction to participants to ensure that they are prepared for entry level employment; develop life, coping and job readiness skills; and improve their basic education skills in reading, writing, and mathematics for successful placement and retention in training related positions.

Impact

Basic and remedial education and GED preparation course is offered to "hard-to-serve" and "at- risk" youth and adults who are single parents or displaced homemakers, who have dropped out of public school or who have a diploma but are deficient in the basic skills required to enter occupational classroom training. The objectives of this program include remediation of the student's identified deficiencies in reading or mathematics to:

1) improve basic education skills,
2) prepare students to attain GED certification,
3) improve life-coping skills, and/or
4) qualify for entry to occupational skills training.

Number/Roles of Staff Involved

One special program instructor works with this program. The instructor is responsible for teaching basic education skills to program participants to prepare them to attain a GED or increase functional grade levels necessary to enter occupational skills training.

Characteristics of Students Participating in Programs

Program participants must be 17 years of age upon admission to the program, a single parent or displaced homemaker, possess coping skills necessary to reasonably expect the successful completion of the program, and interest in improving basic academic and life-coping/job search skills as required to enter occupational programs.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit:
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 175

1402 Corinth
Dallas, Texas 75215

Contact: Alicia Cobb
(214) 565-5736

- **Outside Recognition**

  Reading and math skills are pre-tested using the Test of Adult Basic Education (TABE). Both 5.0 reading and 5.0 math levels are required so that GED attainment and transfer skills training is possible.

- **What Makes This Program Unique and Effective?**

  The Edmund J. Kahn Job Training has effectively provided basic literacy training and occupational skills training to hard to serve populations for the past ten years. The Job Training Center, with an all-day program, has provided career training and literacy instruction, GED instruction and personal development to individuals requiring skills to enter the job market. The graduates of the Job Training Center have been ideally suited for entry-level positions with corporations.

  The Job Training Center maintains an active community development program directed toward the development and maintenance of direct liaison/referral relationships with community-based organizations and other local agencies which are also serving the same special populations.

COUNSELING ASSESSMENT/EVALUATION

Name: ____________________ Date: __________

Counselor: ____________________ Training Program: __________

NEEDS ASSESSMENT

Barriers:

Child Care ______
Handicapped ______
Ex-offender ______
GED/Diploma ______

Age ______
Transportation ______
Housing ______
Other ______

Health Problems ______
Limited English ______
Financial ______

Child Care arrangements: ____________________

Housing arrangements: ____________________

Financial stability/support: ____________________

Summary: ____________________

SKILLS ASSESSMENT

Reading: __________ Math: __________

Manual Dexterity: ____________________

Physical Stamina: ____________________

Vision: __________ Color Discrimination: __________ Hearing: __________

Comments: ____________________

PREVIOUS EDUCATION/TRAINING

Not sufficient: __________ Adequate: _______ Beneficial: ____________ Explain: ______________

EMPLOYMENT/CAREER GOALS

Primary: ____

Long Term: ____

WORK HISTORY

DESIRE TO WORK

Is applicant actively seeking employment? Yes: ________________ No: ________________

Examples: ____

Is applicant willing to accept a full time entry level job in area of training? Yes: _____ No: ______

Comments: ____

RECOMMENDATIONS

Accept: ______________ Area of Training: __________________________

Referred to: ____

Comments: ____

Counselor: ________________________ Date: ____________________

EMPLOYABILITY DEVELOPMENT PLAN (EDP)

Original ____ **Revision** ____

Name: ______________________ **Grant:** ______________ **Date:** ______________

ASSESSMENT:

TABE Level Total ______________ Total Reading ______________ Total Math ______________

Educational Level ______________ Current Skills ______________

GOALS:

Occupational ____

Personal ____

BARRIERS TO EMPLOYMENT:

Child Care ☐
Health ☐
Transportation ☐
Ex-Offender ☐

Financial ☐
Age ☐
Disabled ☐
Limited English ☐

Other ☐
Explain: ______________

TRAINING PLAN	Completion Planned	Date Actual
BASIC ED/PRE-VOC		
INTRO. OFFICE CAREERS		
SPECIALIZED AREA		
TRANSITION		
PLACEMENT SERVICES		

IDENTIFIED SUPPORT SERVICES

____

______________________ Student Signature

______________________ Counselor Signature

EDP REVIEW:

______________________ Date/Initials

______________________ Date/Initials

______________________ Date/Initials

______________________ Date/Initials

White-Counseling Yellow-Records Pink-Student Copy-Instructor/Placement

Automated Office Skills Training Class

- **History of Program**

  This program has been offered both on-campus and off-campus at a variety of times and days. It is now offered on-campus, Sunday afternoons, for a minimum of 36 hours.

- **Goals**

  To teach beginning/refresher typing, ten-key and WordPerfect to women who are upgrading job skills or re-entering the job market.

- **Impact**

  This program offers low-cost job skills to women seeking to enter a more challenging and better paying job. Students become familiar with computers and are encouraged to continue upgrading job skills.

- **Number/Roles of Staff Involved**

  Coordinator schedules intake time for interviewing prospective students, chooses students, hires teachers with appropriate contracts, secures classroom space and supplies, monitors and evaluates ongoing programs. Appropriate publicity on and off-campus is also planned.

- **Characteristics of Students Participating in Programs**

  Majority of students are women, working full or part-time, and seeking to upgrade skills. Some women are seeking to enter the job market after being a homemaker or losing a job. Age range is 18 to 65 years.

- **Outside Recognition**

  Local newspaper articles.

- **What Makes This Program Unique and Effective?**

  Time the program is offered: Sunday afternoons.

  Cost: Tuition is paid by grant, student buys textbooks.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 8,622
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): 366

3939 Valley View Lane
Farmers Branch, Texas 75244

Contact: Janice Groeneman
(214) 620-4849

Child Care Program

- **History of Program**

  Child Care Program began by offering evening child care at a nearby church. The program expanded into both day and evening care at a nearby licensed child care center.

- **Goals**

  To serve single parents/homemakers in lower income levels with affordable child care while they attend classes.

- **Impact**

  The program has grown from a beginning of evening care to offering six hours subsidized daytime and five hours night care. Serving approximately 45 to 55 children per semester.

- **Number/Roles of Staff Involved**

  The Coordinator of Adult Services contracts with an off-campus licensed child care facility, after first visiting the center several times and working out details of the program with the director of the child care facility. A contract is prepared and submitted to the District Board. Coordinator interviews each student using the service, monitors the program, and gets a program evaluation from parents.

- **Characteristics of Students Participating in Programs**

  Students are working toward a Tech-Occ degree or in preparation classes to go into a degree program. A limited number of students are taking Continuing Education classes.

- **Outside Recognition**

  Local newspapers have written about the program. This program is one of the older ones in DCCCD using Carl Perkins funding. Local community organizations have given grants to this program for several years.

- **What Makes This Program Unique and Effective?**

  Child care costs are subsidized. Location is close to college. Care is part-time while students attend classes and students bear part of the cost of their child's care.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 8,622
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): 366

3939 Valley View Lane
Farmers Branch, Texas 75244

Contact: Janice Groeneman
(214) 620-4849

Successful Program Activity:
International Center
(Support services for English Second Language students)

- **History of Program**

  The International Center opened in June, 1989. During the 1991-92 year, it served 4,500 students from nearly 100 countries around the world. Its services include assessment, advisement, educational planning and travel abroad. Referral to community and campus services is provided for students. From the beginning, the International Center has worked closely with Adult Services to meet the needs of Single Parent and Displaced Homemakers.

- **Goals**

  Integration into the campus, as well as coordination with other campus services, helps students to successfully reach educational goals. Referral to child care and programs for single parents and homemakers is given through an Adult Services brochure.

- **Impact**

  Through the initial orientation to the International Center, connecting with advisers who give information on other campus services, and through accurate assessment of skills, students are off to a "good" start at Brookhaven College. Initial advisement forms completed by each student list the need for services such as child care, services for single parents or returning adult students.

- **Number/Roles of Staff Involved**

  The staff is composed of seven full-time people and ten part-time advisers and student assistants. Carl Perkins funding helps pay for salaries of two full-time staff.

- **Characteristics of Students Participating in Programs**

  Most students are foreign born or non-native English speakers. Over half are enrolled in credit classes. Thirty-five percent are between the ages of 26-35 years. The largest number of students come from Asian countries, followed by Latin America and Africa. Forty percent are permanent residents of the United States.

- **Outside Recognition**

  Outstanding achievement in Student Development "Medallion Award" presented by National Council of Student Development.

- **What Makes This Program Unique and Effective?**

  Recognition of the unique needs of international students to orient themselves to the campus and receive appropriate services. Open communication and joint planning between Adult Services and the International Center benefit the single parent and displaced homemaker

Date Received in
Office: __________

APPLICATION

Basic Skills for the Automated Office

Name: ____
(Last) (First) (M. I.)

Address: ____
(Street) (City) (Zip)

Telephone: (Home)________________ (Work)________________

Social Security Number: ______________________________

ARE YOU?
- ___Single Parent ___
- ___Homemaker ___
- ___Displaced Homemaker ___
- ___Dislocated Worker ___

AGE

SEX
- ___Male
- ___Female

ETHNIC BACKGROUND
- ___AM. Indian
- ___Alaskan Native
- ___Asian/Pacific Islander
- ___Black
- ___Hispanic
- ___White

EDUCATION

	Elementary	High	College
School Name			
Years Completed (circle)	4 5 6 7 8	9 10 11 12	1 2 3 4

High School Diploma Yes ____ No____ DATE Received __________

G.E.D. Yes ____ No____ DATE Received __________

Are you a Brookhaven student ______

How did you hear about this program?
NAME OF NEWSPAPER____________________
FRIEND__________ AGENCY________________________

How many total years of office experience have you had? _______

EMPLOYMENT EXPERIENCE: Start with your present or last job.

1) Employer
Dates Employed
From To
Work Performed

Address

Job Title
Wage/Salary
Start Final

Supervisor

Reason for Leaving

2) Employer
Dates Employed
From To
Work Performed

Address

Job Title
Wage/Salary
Start Final

Supervisor

Reason for Leaving

Have you applied for unemployment? Date: ____________________

Summarize special skills, including computer skills, typing, and other office skills acquired from employment or other experience.

Will you be taking other Brookhaven courses this coming semester?

yes_____ no _____ undecided______

If you checked "no" above, please state why:______________________

____

Is some kind of financial aid necessary before you can consider taking other courses?____

How will you use the skills you acquire in this free course?

____

____

What are your career plans for the next year?___________________

____

____

Explain why you wish to participate in this training program. Include a description of your present situation, reasons this particular program appleals to you, and what you hope to accomplish from this course.

____

____

____

____

____

____

____

____

____

Special Services
Brookhaven College
3939 Valley View Lane
Farmers Branch, Tx 75244-4997

BROOKHAVEN

ADULT SERVICES

COLLEGE

BASIC SKILLS FOR THE AUTOMATED OFFICE

Free Sunday Afternoon Training Program
Sponsored by Special Services

What: Learn beginning or refresher typing, 10-key calculator or word processing. Your skill level determines area of concentration.

Who: Single Parents, homemakers, displaced homemakers or dislocated workers who wish to learn new skills and/or update existing skills. Limited enrollment.

When: 1-5:30 p.m. on Jan. 27, Feb. 3, 10, 17, 24, March 3, 10, 17, 1991

Where: Brookhaven College, 3939 Valley View Lane, Farmers Branch, Texas

To Apply: Pre-screening required. Come to Brookhaven College, Building M104, at one of these times:

Saturday, Jan. 12	3:00-5:00 p.m.
Friday, Jan. 18	5:00-7:00 p.m.
Saturday, Jan. 19	3:00-5:00 p.m.

APPLICATION DEADLINE: Saturday, Jan. 19, 1991, 4 p.m.
Call Janice Goeneman at **620-4849** for more information.

This training program is made possible through funding under the Carl Perkins Vocational Act and the Coordinating Board, Texas Colleges and University System.
Brookhaven College, a member of the Dallas County Community College District, is an equal opportunity educator and employer.

BROOKHAVEN

ADULT SERVICES

COLLEGE

CHILD CARE

Special Services will provide subsidized child care to students enrolled in technical-occupational, developmental or support courses listed in a technical-occupational degree or certificate program. To be eligible parents need to be a single parent, homemaker, displaced homemaker or economically disadvantaged.

Day and evening child care will be provide by Tender Learning Center, 2725 Valley View Lane. It is about five minutes from the college near the intersection of Valley View and Josey Lane in Farmers Branch.

Day Child Care

Ages:	18 months through five years
Dates:	Fall Semester: Aug. 31 - Dec. 17, 1992
Time:	7:30 a.m.-1:30 p.m. Additional hours available for hourly fee of $2.50
Cost:	$4.50 per per child (7:30 a.m.-1:30 p.m.); prorated for two or more children.

Evening Child Care

Ages:	18 months through 10 years
Dates:	Fall Semester: Aug. 31 - Dec. 17, 1992
Time:	5 - 10 p.m.
Cost:	$4 per night per child; prorated for two or more children.

An initial interview is required before enrollment in either program. Enrollment is limited.

Please call **Janice Groeneman** at **620-4849.**

Special Services funding is made possible by the Coordinating Board of Texas Colleges and Universities, Carl Perkins Vocation and Applied Technology Educational Act. Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap.

B R O O K H A V E N

ADULT SERVICES

C O L L E G E

S. T. A. Y.

Skills Training throughout the Academic Year (S.T.A.Y.) seminars can help you develop the skills needed to successfully achieve your academic goals and stay in school. These seminars are taught by Brookhaven faculty on a variety of topics that will help you get the most out of your college experience. **FREE!**

SUCCESS IS KNOWING WHAT YOU KNOW — **WEDNESDAY, SEPT. 11** **12:30-1:30 P.M.** **B220**
Hazel Carlos, Communications Faculty

How do you *know* if you understand the concepts your teacher is trying to get across? This seminar will examine how we develop the ability to process information and identify both what we know as well as those areas that need clarification.

TACKLING THOSE TEXTBOOKS — **Wednesday, Sept. 18** **12:30-1:30 p.m.** **B220**
Mary Thrash, Communications Faculty

Fall semester is gearing up and you need some effective ways to read and concentrate. We'll examine a successful technique to help you remember what you have read.

TAKING GREAT NOTES — **Wednesday, Sept. 25** **12:30-1:30 p.m.** **B220**
Sue Cross, Director, Communications Lab

If you come away from a lecture with a cramp in your hand and an ache in your head, this seminar is for you! Learn how to take effective notes while listening to a lecture.

STRATEGIES FOR TAKING TESTS — **Wednesday, Oct. 2** **12:30-1:30 p.m.** **B220**
Dr. Claude Caffee, Communications Faculty

"I knew the material but went blank on the test!" If this has happened to you, this session will help you get organized as well as learn strategies for taking essay, objective and completion tests.

CRITICAL THINKING — **Wednesday, Oct. 9** **12:30-1:30 p.m.** **B220**
Jamileh Stroman, ESL Faculty

Learning to think for yourself involves questioning, challenging and evaluating information. Acquiring this skill enables you to examine issues and choices in your life and think through the reason for your actions and beliefs.

How to Succeed in Math — **Wednesday, Oct. 16** **12:30-1:30 p.m.** **B220**
Nancy Baltimore, Math Faculty

Math continues to be a critical component in many college majors. Increase your chances of success in a math course by learning some techniques for organizing notes, tackling homework and studying for tests.

For more information call **Janice Groeneman** at **620-4849.**

Special Services funding is made possible by the Coordinating Board of Texas Colleges and Universities, Carl Perkins Vocational and Applied Technology Educational Act. Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap.

Single Parent Displaced Homemaker Job Skills Training Program

- **History of Program**

  This program ran 14 weeks during the Spring semester of 1992. We previously had job skills training (typing and word processing) programs and became aware of the severe deficit many of the women had in basic reading and writing skills. Most had low self-esteem.

  14-week program, 3 hours per day, 4 days per week:

  Hour 1 - Typing 1 hour for 7 weeks, word processing 1 hour second 7 weeks.

  Hour 2 - Tutoring math, reading and writing.

  Hour 3 - Survival skills/personal skills/job readiness.

  15 women participants

- **Goals**

  The goal is to provide job entry skills along with basic reading, writing and math skills. We also include job readiness skills such as resume writing, job interviewing skills, proper dress (mock job interviews). Also, we include speakers and classes about self-esteem, single parenting and assertiveness, etc.

- **Impact**

  Participants learned basic typing skills and were introduced to word processing. Many became frustrated while trying to learn the reading, writing, and especially, the math skills. Many had never learned these skills or had forgotten them. Many participants are now employed.

- **Number/Roles of Staff Involved**

  Program Director: Coordinates the program. The Program Director is the director of our Carl Perkins Single Parent/Displaced Homemaker program.

  The Program Director and/or the Assistant Program Director teaches personal skills classes. Personal and academic counseling is available. The Assistant Program Director is funded partially by Carl Perkins funds and is a counseling associate and human development instructor at Cedar Valley.

  Typing Instructor and Word Processing Instructor: The Typing and Word Processing Instructors are part-time instructors in office skills at the college. They are paid out of Carl Perkins funds.

  Tutor: For reading, writing and math. The Tutor is a student assistant at the college who does tutoring for several college departments. She is paid out of the Carl Perkins funds.

Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,027
Continuing Education (Non-Credit): 2,500
Number of Students Served (SP/DH/SPW): 870

3030 North Dallas Avenue
Lancaster, Texas 75134

Contact: Polly Austin
(214) 372-8262

Characteristics of Students Participating in Programs

Participants varied in their attitude toward the different aspects of the program. All wanted to learn typing and word processing. About half of the participants did not want to put effort into improving reading, writing and math. Many were having financial and personal problems. Participants were all females of different ages and races. All were below college level in either some or all basic skills in reading, writing or math. They were tested in the college testing center before beginning the program. Eight were high school dropouts. Seven finished high school. Most had been out of school for ten years or more.

Outside Recognition

The college president spoke to our "graduation." She said she was impressed with the program.

What Makes This Program Unique and Effective?

We include self-esteem and assertiveness. It was mandatory that the participants successfully complete all three phases of the program in order to receive a "Certificate of Completion." If they failed to complete any portion of the program, a "Certificate of Participation" was awarded.

Certificate of Participation

This is to certify that

has attended
the seven week

JOB SKILLS TRAINING PROGRAM

at

Cedar Valley College
3030 North Dallas Avenue
Lancaster, Texas 75134

This training program is made possible through fundings under the
Carl Perkins Vocational Act

Project Coordinator

CEDAR VALLEY COLLEGE

A Member of the Dallas County Community College District

This is to certify that

has successfully completed the requirements of

Job Skills Training

Awarded at Lancaster, Texas, the ___ day of __________, 19___

64

63

Vicki Lawson

Project Coordinator, Special Services

SINGLE PARENTS
AND
DISPLACED HOMEMAKERS

- Training Available in Non-Traditional fields
- Referral for Personal, Academic, and Career Counseling
- Assistance with Resume Writing and Cover Letters
- Free Automated Office Training Offered to Single Parents and Displaced Homemakers
- Assistance with Books/Supplies (Must Qualify)
- Workshops and Women's Issues Seminars

For More Information Concerning This Program
CONTACT the Single Parent/Displaced Homemakers Program
at (214) 372-8262 ***Cedar Valley College - Counseling Center***

For assistance with the transition to college
after an absence from school, enroll in
HD 100.002

Single Parent/Homemaker Day Care

- **History of Program**
  The program began in 1980 when it was funded by the Carl Perkins Grant.

- **Goals**
  The primary goal of the program is to be able to provide day care for more single parents and displaced homemakers, enabling them to pursue their education, which in turn will prepare them for viable employment.

- **Impact**
  During the 1991-92 school year, our program was able to provide day care for approximately 100 students who would not have been financially able to attend school otherwise.

- **Number/Roles of Staff Involved**
  Two people are directly involved with the program: a project director and a technical assistant.

- **Characteristics of Students Participating in Programs**
  The program is divided equally between economically disadvantaged single parents and displaced homemakers. For the most part, the participants are in their 20's and 30's and are returning to school after several years of having been a homemaker.

- **What Makes the Program Unique and Effective?**
  We have been able to furnish funds for the complete amount of day care for all full-time students.

Urban Suburban Rural
Number of Students Enrolled, Fall 1992:
Credit: 5,951
Continuing Education (Non-Credit): 2,217
Number of Students Served (SP/DH/SPW): 324

P.O. Box 1800
Killeen, TX 76540-9990

Contact Person: Betty Bowling
(817) 526-1192

Central Texas College
P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

____________________, 1992

Dear ____:

Single Parent/ Homemaker Services has awarded Child Care Assistance to ____________________________. The child/children and amounts approved are:

____________ for $_____ per week
____________ for $_____ per week
____________ for $_____ per week
____________ for $_____ per week

for the period of ____________ through ______________. We will not pay for Spring Break, which is the week of March 16 - 20. Total charges to be paid will not exceed the amounts listed above per week/per child. If any schedule changes are made Single Parent Homemaker Services will adjust the amount paid accordingly. If at any time the above named parent should accumulate charges greater than the amount awarded, it will be the responsibility of the parent to pay any additional expense.

Several time sheets are being provided for your convenience. Payment will be made in accordance with Central Texas College procedures. Please record in BLACK INK, the actual hours the child is in the center. We have provided you with a sample time sheet. At the end of the month, the parent and the center director must sign the completed time sheet and return it to this office. Please allow a period of ten (10) working days from receipt of the timesheet for payment. To insure proper delivery, please address envelopes to:

Central Texas College
ATTN: Single Parent/Homemaker Services
P. O. Box 1800
Killeen, TX 76540-9990

This agreement will become void according to the policies stated on the enclosed contract. Please make a copy of the contract for your records and forward the original to this office as soon as possible in order for payment to begin. If you have any questions or concerns, please feel free to contact me at 526-1192.

Sincerely,

Betty J. Bowling

Betty J. Bowling
Single Parent/Homemaker Support Services

Central Texas College
P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

STUDENT SUPPORT SERVICES CHILD CARE PROCEDURES

DEGREE/CERTIFICATE PROGRAMS

*5-7 Semester Hours- we will pay for 10 hours of child care per week/per child up to a maximum of $20.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 3 HRS STUDY PER DAY INCLUDED)

*8-10 Semester Hours- we will pay for 15 hours of child care per week/per child up to a maximum of $30.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 5 HRS STUDY TIME PER DAY INCLUDED)

*11-14 Semester Hours- we will pay for 20 hours per week/per child or up to $40.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 7 HRS STUDY TIME INCLUDED)

*15-up Semester Hours- we will pay up to $50.00 per week/per child (25 hours @ $2.00) or center's total weekly rate, whichever is lower. (1 HR TRAVEL TIME & 9 HRS STUDY TIME INCLUDED)

SKILL CENTER PROGRAMS

*The amount we will pay depends on the number of clock hours in which student is enrolled. (1 hour travel time will be included).

***NOTE: CLASSES MUST BE ON YOUR CTC VOCATIONAL/TECHNICAL DEGREE/CERTIFICATE PLAN.**

SPRING 1992

- CTC does not recommend or endorse any child care providers.

- CTC will not accept responsibility for any accident or injury incurred by a child while in day care or being transported to or from daycare.

- We will pay for 16 weeks beginning with the week of January 15 and ending with the week of May 12. We will not pay for Spring Break, which is March 16 - 20. (degree/certificate programs)

- Arrangements and reservations for child care are the responsibility of the recipient.

- CTC will pay for child care by Texas State Licensed facilities or providers only.

- CTC requires birth certificate or proof of guardianship.

- Child care funding will not be awarded if another agency is providing funding.

- Each application will be considered individually.

- Previous academic success will be considered.

- Award will be based on greatest financial need based on one or more of the following:

    1. CTC Financial Aid recipient
    2. OMB Poverty Income Guidelines

- Continuation of child care will be evaluated against proven academic success.

****

Central Texas College is committed to its policy of equal educational opportunity and administers its educational programs without regard to sex, handicap, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 Title VI.

Central Texas College has established programs to ensure that a lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Existing administrative procedures of the college are used to handle student grievances. When a student believes a condition or employee of the college is unfair or discriminatory, the student can appeal to the administrator in charge of that area. Appeals to higher administrative authority are considered on the merits of the case. If you need assistance pursuing a grievance matter contact the Director of Student Services, Central Texas College in Room 100 of the Roy J. Smith Student Center, (817) 526-1258.

****

____

SIGNATURE

Central Texas College
P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

Dear Faculty Member:

The following person is receiving day care funding through the Single Parent/Homemaker and Nontraditional Career Support Services. In order to best serve the student, the counselor needs to be aware of the progress he/she is making. Please take a moment to provide the information requested and return it to the student.

Thank you for your assistance. If there are any questions, please call Betty Bowling at 526-1192.

Student______________________________ SSN______________

Faculty Member_________________________

Course______________________

Performance:____Satisfactory ___Borderline ____Unsatisfactory

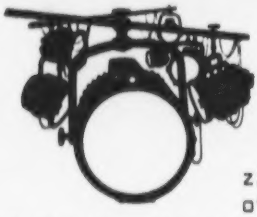
Attendance:____Satisfactory ____Unsatisfactory

Comments:____

____

September, 1992

Pink Pages A Quarterly Publication Addressing Student Issues And Concerns



SPOTLIGHT

ENCOURAGE GIRLS TO FLORISH

Saundra Flansbert, in summarizing the research in a recent issue of the Women's Educational Equality Act Digest, states that young women are far more likely to suffer low self-esteem than young men. The results show up in depression, substance abuse, dropping out of school and suicide.

But the research also shows that, despite the power of peer pressure, adults have a greater role in teenagers' self-esteem than other teenagers do.

In fact, the single thing that makes a young woman most able to flourish in the face of adversity is feeling strongly connected to at least one competent adult.

That means parents, teachers, youth leaders and even passing acquaintances can help:

- Cheerfully congratulate her on growing tall. She lives in a world that says being big is great if you are a boy but not so good if you are female. Its no coincidence that more than 90 percent of anorexia cases are female--unconsciously, they are trying to stop growing.

So let her know that being taller means that people will look up to her. And encourage her to play sports of all kinds--muscles are healthy and not abit unwomanly.

- Admire her appearance when she is not dressed up--her own natural self, not a painted one.
- Let her know her developing sexuality is truly wonderful, but is not the definition of her whole being. And repeat in no uncertain terms that her sexuality is hers to control: she can say no to anyone--relatives with "happy hands" as well as dates and strangers and that you will back her up.
- Tell her it's okay to date short boys; males and females should be judged by their personalities, not their size.
- Encourage her to be proud of her competence in many different areas. Studies show that teenage females who like math are more confident about their appearance and worry less about other people liking them. Competence breeds confidence.
- Push her to speak her mind and listen when she does.
- Give her the courage to trust her own judgment and stand up for herself, especially when the rest of the world seems to be putting her down.
- Don't promise her the world is easy or strong people will take care of her. Tell her she's strong herself and she will get what she wants because she's hard-working and competent.
- Use the word "woman" in strong, positive terms without sexual innuendo. Comment approvingly about other women: "She's a smart, strong, persistent, committed determined, hard-working woman. And you can be, too."

This world needs vibrant, self-confident women, but it does its best to knock the stuffing out of them when they begin to grow up.

You can begin to give young women the courage to challenge the lie that tells them they ought to shut up and sit down.

Amanda Smith
Scripps Howard News Service

About one-half of women awarded child support received the full amount, according to a survey for the year 1989 conducted by the Commerce Department's Census Bureau.

The remaining half were about equally divided between those who receive partial payment and those who received nothing.

In Spring, 1990, when the survey was conducted, the nation had some 10 million women with a total of 16 million children under age 21 and no father present. Of these women, 58 percent, or 5.7 million, had been awarded child support payments.

Other key findings include:

(1) The ten million households with children from absent fathers mark an increase of 39 percent from 1979.
(2) About one-fourth of married, separate or divorced women with children whose father was absent from the home were below the poverty line. For never-married women the proportion was 54 percent.
(3) The average amount of child support received in 1989 was $2,995; essentially unchanged from 1987 after adjusting for inflation.
(4) Nearly two-thirds of women who wanted an award did not get one.
(5) Only 15 percent of divorced or currently separated women were awarded alimony payments.
(6) About one-third of divorced women in 1990 received a property settlement.

Pink Pages

Central Texas College
Project Mainstream
Non-Traditional Career Resources
Single Parent/Homemaker Support Services
P.O. Box 1800
Killeen, Texas 76540-9990

Non-Profit
Organization
U.S. Postage
PAID
Bulk Rate
Permit No. 81
Killeen, TX

SURVIVAL TIPS FOR NEW SINGLES

Newly single people often need to be taught how to be single, said Larry Miller, an Austin psychologist who conducts workshops on exploring singleness. Miller's tips for surviving and enjoying life as a new single include these do's and don'ts:

Don't date or start a serious relationship right away.

Do begin a serious relationship with yourself. Rediscover old interests that weren't developed during marriage. Take another look at career options.

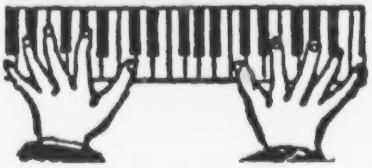
Don't think the world is going to end because you aren't sharing your life with someone.

Do view being single as an opportunity for self-growth.

Do develop friendships and a support network.

Do learn how to enjoy time spent alone. Cook for yourself as you would for a guest. Take long bubble baths. Luxuriate in living alone and not having to consider someone else's preferences when turning on a television show or turning up the stereo.

Don't miss this one!



TRY TO ATTEND AS MANY WORKSHOPS AS POSSIBLE!

FACTS ABOUT WOMEN AND WORK

Myth: Alimony and child support payments are no longer necessary because women can easily find jobs to support their families.

Fact: Women still face discrimination in the job market and are more than three times as likely to be low-wage workers as men. Two-thirds of single mothers who earn low-wages, do not receive any alimony or child support payments from their children's father.

National Displaced Homemakers Network

Project Mainstream **Phone 526-1293**
American Educational Complex

BETTY'S CORNER

Belief is the knowledge that we can do something. It is the inner feeling that what we undertake, we can accomplish. For the most part, all of us have the ability to look at something and know whether or not we can do it. So, in belief, there is power; our eyes are opened; our opportunities become plain; our visions become realities!

Non-Traditional Career Resources
Single Parent/Homemaker Support Services
Phone 526-1192
American Educational Complex

SINGLE PARENT/
HOMEMAKER
SUPPORT PROGRAM

CENTRAL TEXAS COLLEGE
STUDENT SUPPORT SERVICES
CHILD CARE ASSISTANCE PROGRAM
CONTRACT

PART I - STUDENT

I understand that Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services will pay for only four (4) days per semester when my child is absent from the child care center and payment will only be made when a doctor's excuse is given.

I understand that Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services will pay the expenses for only the days that my child is in attendance at the child care center while I am attending CTC classes or attending Single Parent/Homemaker/Non-traditional Career Support Services and Project Mainstream Workshops.

I understand that all other fees are my responsibility.

I agree that if any changes occur regarding child care that it is my responsibility to notify the child care center and Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services within twenty-four hours.

I agree to provide proof of attendance in class and/or class progress reports as requested by Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services.

I agree to participate in Single Parent/Homemaker/Non-traditional Career Support Services workshops and/or attend at least one Project Mainstream workshop each month.

I understand this contract will become void if:

A. I stop attending school for any reason.
B. The child(ren) cease(s) to reside with me.

I understand that falsifying documents given to Students Support Services is fraudulent.

By accepting Child Care Assistance I agree to all the above conditions.

Child Care Assistance Recipient Signature ____________________ Date ________

PART II CHILD CARE CENTER

My child care center meets Texas Licensing Standards. I will supply a copy of the license if requested.

I agree to submit the time sheet(s) properly completed and signed by both the student and the center director not later than ten (10) days following the month in which services were rendered.

I understand that incomplete and/or unsigned times sheets will be returned to the center unpaid.

I agree to accept payment according to Central Texas College procedures. Processing takes a MINIMUM OF TEN (10) WORKING DAYS after time sheet(s) are received.

I understand that the maximum amount to be paid by CTC is the amount stated in the attached letter and any additional amount is the responsibility of the student.

I understand the amount of child care assistance will be adjusted if a student drops or withdraws from a class.

I understand that fees for missed days, other than the 4 days explained above, registration, holding of slot, supplies and all other fees are the responsibility of the parent named in this contract.

I understand that it will be my responsibility to notify Student Support Services should the student stop using the child care center.

I understand that this contract will become void if the above named student should violate any conditions agreed to above.

I understand this contract will also become void if the above named student:

A. Stops attending school for any reason.
B. Does not sign the time sheet(s).

I understand that falsifying documents given to Student Support Services is fraudulent.

By accepting the above named student's child(ren) into my center I agree to the above conditions.

Signature of Child Care Center Director ____________ Name of Child Care Center ____________ Date ________

PART III - STUDENT AND CHILD CARE CENTER

We the undersigned have read and agreed to the conditions stated above and understand any violation of this contract by either party will result in forfeiture of past and future child care assistance.

Director's Signature ____________ Date ______ Recipient's Signature ____________ Date ______

Project Mainstream Single Parent Homemaker

Fall 1992
Workshop Schedule

Date:	*Name of Workshop*	*Location*
Aug 28	**Procrastination** 10:00 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9
Sept 11	**Helping to Build Self-Esteem in Your Child** 11:30 a.m.	Academic Bldg. Room 9
Sept ~~19~~ 18	**Math Workshop** 9:00 a.m. -11:00 a.m.	Academic Bldg. Room 9
	Helping Your Child to Become Responsible 11:30 a.m.	Academic Bldg. Room 9
Sept 25	**Algebraic Functions** 9:00 a.m. - 11:00 a.m.	Academic Bldg. Room 9
	Evaluating the Parent-Child Relationship 11:30 a.m.	Academic Bldg. Room 9
Oct 2	**Date Rape** 10:00 a.m. -11:00 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9
	Communicating Love and Acceptance 11:30 a.m.	Academic Bldg. Room 9

Project Mainstream Single Parent Homemaker

Oct 16	**Sharing Yourself With Your Child** 11:30 a.m.	Academic Bldg. Room 9
Oct 30	**Discipline** 11:30 a.m.	Academic Bldg Room 9
Nov 6	**Solving Conflicts** 11:30 a.m.	Academic Bldg. Room 9
Nov 13	**Managing Children's Behavior** 11:30 a.m.	Academic Bldg. Room 9
Nov 20	**Managing Your Feelings** 11:30 a.m.	Academic Bldg. Room 9
Dec 4	**Test Anxiety/Test Taking Skills** 10:30 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9

ChildCare

- **History of Program**

  We have been receiving funds for approximately 12 years. We have used child care money every year during that period.

- **Goals**

  To assist technical/vocational students with child care needs so that it will not be an obstacle in their training.

- **Impact**

  Students receiving child care assistance have lower attrition/dropout rates.

- **Number/Roles of Staff Involved**

  1 Administrator
  1 Secretary

- **Characteristics of Students Participating in Programs**

  Lower income females. Single parents. Technical/vocational majors, primarily nursing.

- **Outside Recognition**

  Newspaper coverage has been periodic.

- **What Makes This Program Unique and Effective?**

  Continuity and consistency. It is basically run the same way year after year. Also, modest flexibility. We use on-campus as well as off-campus day care.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,884
Continuing Education (Non-Credit): 2,775
Number of Students Served (SP/DH/SPW):

1200 Amburn Road
Texas City, Texas 77591

Contact: Barbara K. Crews
(409) 938-1211

Women in Support

- **History of Program**
  Eight to ten years.
- **Goals**
  To provide support services for women students.
- **Impact**
  Difficult to measure.
- **Number/Roles of Staff Involved**
  1 Administrator
  1 Contract Counselor with local Family Service Agency
- **Characteristics of Students Participating in Programs**
  Primarily women/older/returning.
- **Outside Recognition**
  Periodic newspaper (local and student) coverage.
- **What Makes This Program Unique and Effective?**
  Advertise only in women's restrooms. Meet at college hall. Topics evolve every year based on students' needs and interests (as perceived by the highly trained counselor/presenter).

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,884
Continuing Education (Non-Credit): 2,775
Number of Students Served (SP/DH/SPW):

1200 Amburn Road
Texas City, Texas 77591

Contact: Barbara K. Crews
(409) 938-1211

College of the Mainland
Women in Support
Brown Bag Series
Free College Hour Seminars

Thursdays, 12:30 to 1:30 p.m.
Student Center, Room 217

1992

September 24	**Making Peace With Your Past: Part I** (The effects of childhood trauma)
October 8	**Making Peace With Your Past: Part II** (Turning recovery into growth)
October 22	**Domestic and Family Violence: Part I** (Who is violent? How often? Why?)
November 19	**Domestic and Family Violence: Part II** (Battered Women: The Dark Side)
December 10	**OPEN: To Be Announced** (Watch for notices)

For more information contact Barbara Crews,
(409) 938-1211, ext. 470 or (713) 280-3991, ext. 470

Collin County Community College

Promise Program

➤ History of Program

Services that could meet the needs of displaced homemakers/single parents have been virtually non-existent in Collin County. Therefore, Collin County Community College was in a unique position to provide such service to assist these women in becoming economically self-supporting. The Promise Program began in 1991-92, utilizing programs currently in place at the college, which directly addressed the vocational and educational needs of these women.

➤ Goals

The primary objective of the Promise Program is to provide programs and services, which will assist displaced homemakers, single parents and single pregnant teenagers, to successfully confront barriers they meet while becoming productive and effective members of the workforce. The program addresses various educational, vocational and psychological areas, which impact the lives of these women; emphasizing support and skill training, which will lead to self-sufficiency. To empower participants to respond assertively to their lives, the Promise Program specifically provides the following services:

1) Vocational skills training.
2) Child care services and parent education.
3) Career development.
4) Life skills development and psychological support.
5) Networking possibilities.
6) Pre-employment skills assistance.
7) Focus of lifelong marketability.
8) Outreach to community's pregnant teens.
9) Mentoring relationships between teens and mature homemakers.

➤ Impact

Since 1991 and through the first quarters of 1992, the program has approximately 260 women. The intake procedure includes an introduction to the program, an analysis of needs and opportunities to network with other participants. In conjunction with intake procedures, some participants will receive information and referral to appropriate services which are available within the community, through the college or within the specific scope of the Promise Program.

Tuition assistance for child care services is available for eligible program participants. Contractual agreements with licensed child care centers enhance availability and provide expanded and flexible programs to fit the needs of the women involved.

Career and educational assessment and guidance is available through a variety of college programs and utilization of Promise Program staff. In addition, personal counseling on both an individual and a group basis is provided as needed by program staff and through referral to community mental health professionals.

✓ Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 10,000
Continuing Education (Non-Credit): Not Reported
Number of Students Served (SP/DH/SPW): 73

2200 West University Drive
McKinney, Texas 75070

Contact: Linda Qualia
(214) 548-6851

The Promise Program reaches a large number of women through the development and implementation of workshops and training classes. Topics for these programs range from life skills development (assertiveness training, parenting skills, financial management); vocational skills training (basic computer courses); job preparation (resume writing, networking, interviewing); to lifelong marketability skills (self-esteem, problem-solving, creative thinking, communication skills).

In conjunction with college programs, participants are directed to both traditional and non-traditional areas of vocational training. Job search assistance and placement are also available through established programs.

Plans are underway for an intergenerational mentoring program designed to produce positive outcomes for participants. The program will link mature homemakers with pregnant teens so that both groups may benefit from the experiences provided by this type of relationship.

➤ Number/Roles of Staff Involved

The Promise Program employs a part-time director/counselor and a full-time assistant program specialist.

➤ Characteristics of Students Participating in Programs

The Promise Program reaches a broad spectrum of women from varying socio-economic levels. Most of our clients are single mothers who have never married or who are divorced. Our population includes widows, women whose spouses are disabled, women whose marriages are at risk and men who are displaced. Our newest program involves teenage mothers.

➤ Outside Recognition

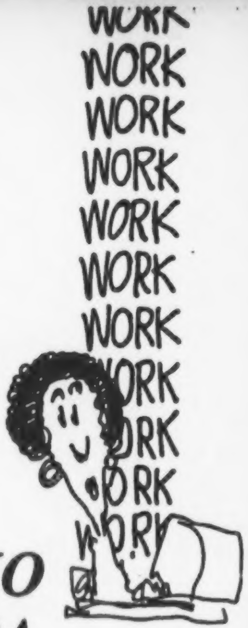
Recent newspaper articles

➤ What Makes This Program Unique and Effective?

We feel that overall the Promise Program is unique. Specifically, we are proud of several services, which we view as special. Our director/counselor is able to provide personal counseling for our participants within the program, thereby providing counseling for women who might otherwise get "lost" in an outside referral process. We are also able to utilize graduate practicum students to assist with individual and group counseling and career assessment. The college offers excellent services, and personnel are extremely supportive of the Promise Program. Connections between our program and college programs allow us to offer invaluable services, at no cost to our participants, to help them attain their personal, educational, vocational or employment goals. The assistant program specialist has built relationships with child care providers so that we are able to assist student participants with their child care expenses. Although funds are quite limited, this program has been very popular. This year we have started to target teenage mothers with a goal of supporting them in career decision-making and educational choices, following their high school graduation.

RESUME WRITING
SEPTEMBER 24, 1992

INTERVIEWING TECHNIQUES
OCTOBER 1, 1992



SPRING CREEK CAMPUS - PLANO
*6:30PM - 8:30PM *** ROOM F108A*

Many of you are ready to begin the process of the "job hunt". Whether you have already prepared your resume or need one written, this is a workshop you should attend. You need to be sure you are sending the perfect resume. Be sure to bring a list of previous positions, a list of career skills or life skills, plus your references. If you already have your resume, bring it and Helene will critique it for you.

Are you nervous about the interviews? Here is your perfect opportunity to learn how to be confident when you walk in for the interview. Your appearance is very important, even the purse you carry may make a difference. Come hear what Helene Cavanaugh knows about interviewing.

Helene works at Collin County Community College with the Cooperative Work Experience program and she has previously worked with employment firms that hire for large corporations.

Sponsored by Collin County Community College - Promise Program.
PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.

POWER AND

BALANCES IN CONFLICTS

PART II

- *WHO HAS THE POWER?*
- *HOW DO YOU GET POWER?*
- *HOW DO YOU KEEP POWER?*

This workshop will contain new material, but please attend even if you missed the first workshop. This is valuable information for anyone who has to deal with other people, either at home or at work!

Marie Berg is the director of Dispute Mediated Settlements, a non-profit organization in Plano. She was a former Dallas County probation officer and received her degree in sociology from TWU.

TUESDAY - AUGUST 18, 1992
6:30PM TO 9PM
ROOM B114 - PLANO
SPRING CREEK CAMPUS

Sponsored by Collin County Community College - Promise Program.

PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.

FINANCIAL
+
PLANNING

It is never too early or too late to address financial planning. Lois will teach you how to compute your net worth and help you establish a plan for your financial future. Everything from monthly budgeting to investments will be discussed.

TUESDAY - SEPTEMBER 15, 1992

7PM - 9PM *** ROOM B335

CENTRAL PARK CAMPUS
MCKINNEY

Lois Powell, Financial Advisor with A. G. Edwards, will be the instructor for this special class. She is extremely knowledgeable, in the investment field, and with basic financial planning.

Sponsored by Collin County Community College - Promise Program.

PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.

Women

Building Self-Leadership Skills for the '90s

Learn the self-leadership skills required to succeed in the 1990s. The trend in business today is to have self-managed employees. If you want to take hold of your career and life, this class is for you! You will develop a plan of action to help you accomplish whatever you desire from life. This plan of action will include self-choice, self-awareness, designing your future, positive change reinforcement and visualization.

Hours:3 **Fee: $29**

CESI001-01A
Instructor: J. Dahl
11/7 Session(s): 1
Saturday 9 a.m.–noon
Spring Creek Campus Room #: F108

Succeeding in a Man's World

Become aware of the advantages of the dominant female leadership style and why the '90s have been deemed "the decade of women in leadership" by experts. Think about your natural abilities, your motivations within and how they fit into the corporate world. The cooperative, caring, self-managed leadership style has relevance in today's workplace. Learn how to affect others in a positive manner while accomplishing your professional goals at the same time.

Hours: 3 **Fee: $29**

CESI010-01A
Instructor: J. Dahl
9/12 Session(s): 1
Saturday 9 a.m.–noon
Spring Creek Campus Room #: F108

Career Image Workshop for Women

Learn how to wear clothes that mean business through the study of "no-mistake classics" and the right accessories. Achieve a soft, natural look with techniques designed to enhance our best features.

Hours: 12 **Fee: $58**

CESI002-01A
Instructor: L. McCarty
10/7–10/28 Session(s): 4
Wednesday 6:30–9:30 p.m.
Clark High School Room #: TBA

How Does Your Net Work?

Networking is a way of increasing professional/social contacts, visibility and friendships. Men have long established "good 'ol boy" networks ranging from the board room to the golf course. Women, however, have not formalized their contacts fully. This is a highly participatory workshop, guaranteed to be stimulating and fun. Learn how to network with women who can help you with your personal and professional growth.

Hours: 6 **Fee: $36**

CESI544-01A
Instructor: C. Westbrook
10/6–10/20 Session(s): 3
Tuesday 6:30–8:30 p.m.
Shepton High School Room #: TBA

Time Management

Learn how to achieve more in less time with less stress! This seminar is designed to manage your personal and professional life so you can overcome stress and procrastination. You will learn to set and prioritize goals, handle people and projects that waste your time, delegate work, work more effectively with your boss and co-workers, and enjoy every day to its fullest potential.

Hours: 4 **Fee: $29**

CESI758-02A
Instructor: P. Gallagher
10/17 Session(s): 1
Saturday 9 a.m.–1 p.m.
Spring Creek Campus Room #: F108A

Promise Program Displaced Homemakers/ Single Parents Workshops

These courses are designed for persons experiencing a major life transition—separation, divorce, death or disablement of a spouse.

Life After Divorce

A study of the emotional states of divorce with discussions on psychological and behavioral traps during each stage.

Hours: 3 **No Fee**

DHSP055-01A
Instructor: B. Entzminger
9/12 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Spring Creek Campus Room #: F108

DHSP055-02A
Instructor: B. Entzminger
11/7 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Central Park Campus Room #: TBA

Surviving Financial Strains of Divorce

This workshop focuses on how women can effectively deal with the financial impact of divorce.

Hours: 3 **No Fee**

DHSP056-01A
Instructor: B. Entzminger
9/26 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Spring Creek Campus Room #: F108

DHSP056-02A
Instructor: B. Entzminger
11/21 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Central Park Campus Room #: TBA

Single Parenting

Explore typical problem areas in relating with children during and after divorce.

Hours: 3 **No Fee**

DHSP060-01A
Instructor: B. Entzminger
10/17 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Spring Creek Campus Room #: F108

DHSP060-01B
Instructor: B. Entzminger
12/5 Session(s): 1
Saturday 9:30 a.m.–12:30 p.m.
Central Park Campus Room #: TBA

Promise Program

Displaced Homemakers/
Single Parents

Moving Ahead
in the '90s

Who qualifies?

Individuals who are:

- Separated
- Divorced
- Widowed
- Single Parents

For more information, call Patty Burton at 548-6851 in McKinney or metro 881-5791, ext. 6851.

Funding for this program is provided through the Texas State Coordinating Board for Higher Education, Carl D. Perkins Vocational Education Act.

The Courier-Gazette/Gretchen Likins

Pat Vinson, with daughter Mandy, had redirected her life through CCCC's Promise Program

A new promise

CCCC program helps single parents achieve goals that were abandoned

By GRETCHEN LIKINS
The Courier-Gazette

Twenty years ago, Pat Vinson was working toward her nursing degree at Texas Christian University in Fort Worth. Then, like many woman, she decided to quit college, get married and raise a family.

Life was going great for Vinson. She was living in a big house on a golf course community in Houston with her husband and three children. Then, one day her husband came home and said he was leaving. Vinson was left on her own to raise two teen-age sons and a 5-month-old daughter.

"I was devastated to say the least," Vinson said. "It was totally out of the blue."

After her divorce, Vinson moved to McKinney with her sons Mike and Matt and her daughter Mandy. However, Vinson was constantly struggling to make ends meet, and for a time, had to work two jobs, she said.

Now Vinson, 41, wants to redirect her life and is determined to finish what she started 20 years ago. She is attending Collin County Community College and is working toward her nursing degree.

Vinson's view on life changed when she became involved with the Promise Program at CCCC. Last December, Vinson heard program specialist Patty Burton speak about the Promise Program and how it helps women in Vinson's situation to succeed in life.

At first, Vinson thought the program didn't apply to her because she had been divorced for seven years.

"I was so busy coping with life and coping with three children and everyday problems like school lunches, baseball games, washing clothes and feeding the cat. I didn't have time to check into the program," Vinson said. "It was like I was coasting through life and then I realized I had an opportunity to go back and get my degree."

Vinson made an appointment to talk to Burton. She was eager to learn how the program could help her, she said.

"I realized the Promise Program was a really neat program for helping single parents," Vinson said. "I was most impressed that there was someone out there for the single parents and who cared about them."

The Promise Program centers around helping displaced homemakers and single parents cope with their situations and obtain the necessary training and education they need. The program defines a displaced homemaker as a woman who is separated, divorced, widowed or whose husband is disabled and where the woman is the main source of income.

The Promise Program — which stands for Providing Resources, Outreach, Mentoring and Successful Empowerment of its parti-

See PROMISE, Page 8

Promise

from Page

cipants — started three years ago.

Last year, the program worked with 189 displaced homemakers. This year about 300 participants are expected, Burton said.

"A program like this is in demand because divorce is becoming a bigger and bigger issue and more and more woman are reaching the poverty level," Burton said. "After a divorce, the woman is left untrained. Their income goes down, and the man's income increases. Most women do not prepare themselves for a career. They quit college to help their husbands and start a family."

When people first come to the program, Burton asks them about their current situation and their goals for the future. Then they discuss how those goals can be achieved, Burton said.

Workshops and seminars on financial planning, resume writing, interviewing techniques and career assessment are offered through the program. Participants also can attend support groups and get emotional counseling if needed.

Participants are given information on getting financial aid for college, help to pay for childcare and learn how to apply for food stamps or other state and federal aid.

The program, which is funded by the Carl Perkins grant, uses CCCC resources to help women achieve vocational training or to further their education, Burton said.

"Our plan is to concentrate on life-long marketability," Burton said. "We equip these women so they can go out there and advance and succeed in life."

The Promise Program encouraged change, growth and redirection in Vinson's life, she said. Hopefully, more single parents will learn about the program and benefit from what it has to offer, she said.

"There is an opportunity out there to get an education and people need to learn about those avenues available to them," Vinson said. "There's a lot of woman out there in the dark."

Women in Transition Recruitment Project

- **History of Program**

  A 1991 PSA featured a former Del Mar Displaced Homemaker student in a "before and after" in two segments on all local TV channels, paid with Perkins funds.

- **Goals**

  Recruit DH students for vocational programs and/or connect them to resources.

- **Impact**

  More than 200 individuals responded to the ads, which also featured a Perkins staff member who invited viewers to the college.

- **Number/Roles of Staff Involved**

  1 Front Desk Secretary to take calls.
  2 Part-time Perkins' Specialist to meet with potential students.

- **Characteristics of Students Participating in Programs**

  Low income, vocational intent, in need of community services.

- **Outside Recognition**

  Featured in 1992 JCSPAT conference and other colleges requested and received a copy.

- **What Makes This Program Unique and Effective?**

  It was an effective recruiting device because it was person-centered and concentrated.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 11,500
Continuing Education (Non-Credit): 13,500
Number of Students Served (SP/DH/SPW): Not Reported

Baldwin at Ayers
Corpus Christi, Texas 78404

Contact: JoAnn Luckie
(512) 886-1298

Adult Re-Entry Program

- **History of Program**

  Since the early 1980's, Del Mar has focused on adults returning to school and paid for a part-time re-entry aide.

- **Goals**

  Ease the transition into college, for both vocational and academic students, by providing the Re-Entry kit and re-entry seminars twice a year.

- **Impact**

  Single parents and DH potential students receive special priority with screening of eligibility for child care by contract and referral to campus and community services.

- **Number/Roles of Staff Involved**

  1 Part-time Re-Entry Aide

  2 Staff hours of the Director and Child Care Secretary

- **Characteristics of Students Participating in Programs**

  Age 25 and older students considering entering Del Mar or in their first semester.

- **Outside Recognition**

  The Re-Entry Kit was featured in a 1987 AACJC presentation.

- **What Makes This Program Unique and Effective?**

  The focus on adult roles and responsibilities; the use of the Re-Entry Kit.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 11,500
Continuing Education (Non-Credit): 13,500
Number of Students Served (SP/DH/SPW): Not Reported

Baldwin at Ayers
Corpus Christi, Texas 78404

Contact: JoAnn Luckie
(512) 886-1298

DEL MAR COLLEGE
Corpus Christi, TX 78404-3897

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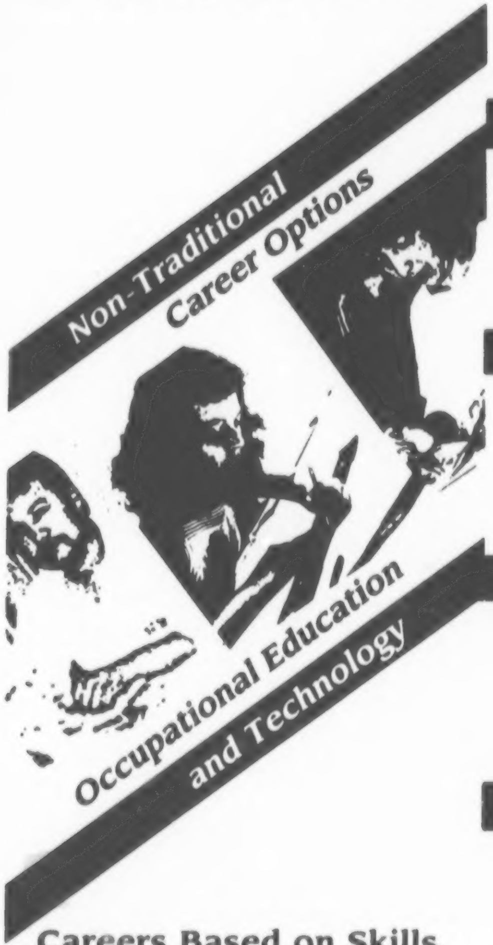
Anything is Possible



Careers Based on Skills, Interests, and Goals Not Gender

Changing World . . . New Opportunities

Liz, Drafting Technology

"I want to be self supporting and independent. Training in drafting technology will allow me to achieve this."

Joe, Early Childhood Specialist

"I feel like I am doing something important for the children. As a man in child care, I can provide a male role model for children who do not have a father in the home."

Gloria, Electronic Communications and Servicing

"I can earn a good income in electronics, this will put less stress on my husband to carry all the responsibility of supporting the family."

What Is a Non-Traditional Career?

An occupation is considered to be non-traditional for one sex if the majority of the positions are held by members of the opposite sex. A job that is traditional for a man, such as welder or carpenter, is non-traditional for a woman. Nursing is an occupation that is traditional for a woman but non-traditional for a man.

Why Choose a Non-Traditional Career?

Use your talents and pursue your goals without feeling limited by traditional role expectations. Choose a career that fits your skills, abilities, and interests. A non-traditional career choice may provide an opportunity for an increase in

- Salary potential
- Self satisfaction and self esteem
- Sense of personal growth
- Challenge and recognition
- Independence

Minerva, Diesel Mechanics

"Fixing an engine is a challenge. You have to find out what is wrong and then fix it. I get a lot of satisfaction in making something work."

Changes in Society, Changes in Lifestyles

What changes in attitudes and technology are effecting careers for women and men?

- Higher cost of living
- Increasing number of women entering the work force
- Lower birth rate
- More women as heads of households

Increased training and education will improve employment opportunities. A high school diploma is a good start, continued education can fine tune your abilities.

Dr. Jo Kostoch,
Dean of Occupational Education and Technology

"Students in non-traditional majors may be looking for a new horizon — something new and different in a career. At Del Mar College we promote and support the crossover into non-traditional majors by women and men."

What Can Del Mar College Do for You?

Del Mar College can help you make anything possible! Occupational and technical training can provide new job skills, upgrade present skills, and provide retraining. Occupational and technical training include certificate and degree programs that take one to two years for completion.

Support Services

The Office of Special Populations works with faculty, staff, and students to establish sex equity and to eliminate sex stereotyping in career choices and planning. Our office supports career choices based on skills, abilities, interests, and goals, not gender.

Services provided include

- Childcare, books, and transportation assistance
- Speakers
- Workshops
- Support groups
- Individual conferences

Non-traditional majors for women include

- Air conditioning & refrigeration
- Appliance repair
- Architectural technology
- Automotive mechanics
- Diesel mechanics
- Drafting technology
- Electronic & communication servicing
- Electronic engineering technology
- Fire science
- Machine shop
- Restaurant management

Non-traditional majors for men include

- Dental assisting
- Dental hygiene
- Cosmetology
- Clerk typist
- Court reporter
- Legal assistant
- Early childhood specialist
- Registered nurse
- Vocational nurse
- Surgical technology
- Respiratory therapy

Support Services

Support groups, like the "Brown Bag Lunches," offer students the opportunity to get together and share common interests and concerns.

The Opportunity is Yours

Your career choice is an important decision. Make it wisely.

Jack Burke, Electronics Instructor

"Electronics is a very good field for women. There have been women in the field for a number of years. More women should go into the field."

For Additional Information, Please Call

Office of Special Populations 886-1298
Del Mar East Campus
Harvin Center, Room 218
Office Hours
7:30 a.m. - 5:00 p.m. Monday - Thursday
7:30 a.m. - 12:30 p.m. Friday

Carl D. Perkins Vocational and Applied Technology Education Act of 1990
Jo Ann Luckie, Director
Office of Special Populations

The provisions and information set forth in this statement are intended to be informational and not contractual in nature and are subject to modification, without notice, by the Administration or the Board of Regents. For additional explanation refer to the Disclaimer in the College Catalog.

Del Mar College does not discriminate on the basis of race, color, sex, age, national origin, religion, handicap, or any other constitutionally or statutorily impermissible reason.

Revised 8/91

Eastfield College Adult Resource Center (Recruitment Emphasis)

➤ History of Program

Created six years ago, the center continues to serve students and non-students, facilitating college access to training and services.

➤ Goals

- To provide intake counseling, career advice, financial aid information and referral services
- To provide resources to credit and non-credit students from a common center. To provide placement services as needed

➤ Impact

In 1991-92 served 102 single parent students and 294 non-students by facilitating enrollment. Total Single Parent enrollment was 2,787.

➤ Number/Roles of Staff Involved

Includes a half-time Counselor, half-time Placement Specialist, and approximately 35% of a college-supported administrator.

➤ Characteristics of Students Participating in Program

Recruitment efforts provide access for non-students who are representative of the community at large. Students served are primarily economically and educationally disadvantaged.

➤ Outside Recognition

➤ What Makes the Program Unique and Effective?

Emphasis on recruitment; service to credit and non-credit students and potential students out of a common center.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 10,000
Continuing Education (Non-Credit): 5,500
Number of Students Served (SP/DH/SPW): 4,189

3737 Motley Drive
Mesquite, Texas 75150

Contact: Carolyn Stock
(214) 324-7623

Eastfield College Fast-Track Word Processing Training Program

- **History of Program**

  The program has been offered for three years, alternating as a day program and an evening program.

- **Goals**

  To offer a 200-hour+ fast-track training program to provide single parents with a marketable skill. To provide placement support services.

- **Impact**

  Twenty single parents received training, four received child care and four required transportation assistance. Placement services were provided for everyone in the program.

- **Number/Roles of Staff Involved**

  Includes a half-time Counselor, half-time Placement Specialist, and approximately 35% of a college-supported administrator.

- **Characteristics of Students Participating in Programs**

  Students served are primarily economically and educationally disadvantaged.

- **Outside Recognition**

- **What Makes This Program Unique and Effective?**

  Students can acquire a marketable skill in a relatively short period of time. Fast-track scheduling allows the class to serve as its own support group.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 10,000
Continuing Education (Non-Credit): 5,500
Number of Students Served (SP/DH/SPW): 4,189

3737 Motley Drive
Mesquite, Texas 75150

Contact: Carolyn Stock
(214) 324-7623

- ARE YOU A SINGLE PARENT OR AN ADULT RETURNING TO SCHOOL?
- ARE YOU A HOMEMAKER LOOKING FOR NEW SKILLS?
- ARE YOU READY TO MAKE A CHANGE IN YOUR LIFE?

...A CAREER TRAINING PROGRAM AT EASTFIELD MAY INTEREST YOU!!

YOU MIGHT CHOOSE ONE OF THE FOLLOWING:

—Accounting
—Air Conditioning/Refrigeration
—Auto Body Tech
—Auto Mechanics
—Child Development
—Computer Technology
—Digital Electronics
—Drafting & Design Technology
—Electrical Code
—Graphic Arts
—Interpreter Training
—Locksmithing
—Management Careers
—Medical Receptionist
—Office Careers
—Pest Control
—Telecommunications
—Welding

A SINGLE PARENT/HOMEMAKER OR RE-ENTRY ADULT MAY PURSUE CAREER TRAINING BY ENROLLING THROUGH ONE OF THE FOLLOWING OPTIONS:

1. **CREDIT COURSES**
   Interested students may select the degree/certificate program or training area of their choice. Entrance requirements must be met before course study can begin.

2. **CONTINUING EDUCATION COURSES**
   Students may pursue training in various technical/occupational areas through registration in Continuing Education courses. Although there are no entrance requirements, some courses have prerequisites.

3. **SINGLE PARENT/HOMEMAKER/RE-ENTRY GRANT TRAINING**
   Eligible students can qualify for specialized training programs offered at various times during the year. These concentrated programs are designed to provide the student with entry-level skills for specific job categories.

THE BRIGHTER FUTURES PROGRAM

at Eastfield College offers support services for students pursuing career training.

Based on need, these services may include:

- Grants, Scholarships, or Loans
- Tuition/ Fees
- Textbooks/ Supplies
- Child Care/ Transportation
- Career Exploration/ Job Search
- Support Groups
- Counseling
- Tutoring

FOR MORE INFORMATION ABOUT EXPLORING AND EXPANDING YOUR CAREER OPTIONS AT EASTFIELD, CALL THE PEOPLE PLACE AT 324-7619

PLEASE SEND ME MORE INFORMATION ABOUT ADULT PROGRAMS AT EASTFIELD COLLEGE

Name ______________________________

Address ______________________________

____
City State Zip

Social Security No ______________________________

Phone ______________________________

I'd like information about the following:

_ BRIGHTER FUTURES PROGRAM
_ NEW HORIZONS PROGRAM—Non-traditional training
_ Programs for Handicapped
_ Programs for Hearing Impaired
_ English as a Second Language Program
_ Amnesty Program
_ Support Groups
_ Community Counseling
_ Career Counseling

_ Please send me a current credit catalog

_ Please send me a current Continuing Education catalog

THE PEOPLE PLACE
Adult Resource Center
(214) 324-7619

BEST COPY AVAILABLE

Community and Family Services

THE PEOPLE PLACE: *AN ADULT RESOURCE CENTER*

SERVICES AVAILABLE:

- Career and Academic Counseling by appointment
  (Individual, or Group Sessions)
- Information about services and Programs for single parents, homemakers, AFDC recipients and non-traditional career options
- Referral Services to Local Agencies meeting specialized needs

FOR FURTHER INFORMATION REGARDING ANY OF THE ABOVE SERVICES,
CALL THE PEOPLE PLACE, 324-7619.
EVENING HOURS AVAILABLE.

The People Place is located on the 2nd floor of the North Building.

Funding for the People Place has been provided by the Texas Coordinating Board.

FREE!

SKILLS TRAINING PROGRAMS for Men and Women

✓ **For single parents and displaced homemakers . . .**

- Automotive service writer
- Word processing and office skills

✓ **For women interested in non-traditional training . . .**

- Building maintenance and repair

✓ **For women and men . . .**

- General office skills with medical or legal options
- Computerized accounting and bookkeeping (pending)

FREE books, tuition, counseling, job placement assistance and child care.

For more information call 324-7619

GRANT APPLICATION PROCESS

I. Information/Application Session

II. Application Screening Process

III. Reading Comprehension/Math Evaluation

IV. Personal Interview

V. Final Student Selection

APPLICATION SCREENING PROCESS

3 points	Financial Need
3 points	Educational Need
3 points	Career Motivation and Goals
3 points	Written Communication Skills

Maximum points available 12

The 50 highest ranking applications will be selected for evaluation in Math and Reading Comprehension. the 30 highest combined scoring individuals will be selected for a personal interview. Twenty individuals and five alternates will be selected for each training session.

ANNUAL APPLICATION

GRANTS PROGRAMS

INTERVIEW RATINGS - FALL 1988

I. FINANCIAL NEED

Maximum points 3.0

Number Child	$0 - $3000	$3001 - $7000	$7001 - $10,000	$10,001 - $12,000	$12,001 - $15,000
1-2	2.0	1.5	1.0	0.5	0.0
3-4	2.5	2.0	1.5	1.0	0.5
5+	3.0	2.5	2.0	1.5	1.0

II. EDUCATIONAL NEEDS

Maximum point 3.0

3.0	No skills in any area
2.5	Some beginning skills, none that are marketable
2.0	Some skills, barely marketable. Eg.: Typing 20wpm
1.5	Skills in place but are outdated or in different field
.5	Skills in place; applicant does not wish to continue in present field
.0	Skills in place; applicant just looking for something different

III. WRITTEN COMMUNICATION

Maximum point 3.0

3.0	Clear; easy to read; free from grammatical or spelling errors; ideas in logical format; word usage correct; continuous flow of thoughts.
2.0	Less clear; contains some grammatical errors; some words misspelled or not used properly; thoughts not arranged in logical order.
1.0	Rambling in thought process; poor word usage; extensive grammatical errors; poor spelling; lacks organization.
0.0	Not written on the subject. Consistent grammatical errors; no continuity to thoughts; lacks knowledge of the proper grammar rules.

IV. CAREER GOALS--MOTIVATION

Maximum points 3.0

3.0 Highly motivated; has goals set; knows direction they wish to take; good communication skills; willing to learn. Need help and willing to work for it.

2.5 Motivated; needs help in setting goals; looking for directions; good communication skills; willing to try new ideas. Needs help and willing to work for it.

2.0 Less determined; seems pushed by external forces--not self driven; clear in ideas of needing help; can focus on specific wants but cannot translate into goals. Able to express ideas and communicate on a good level.

1.5 Even less determined; no motivation in any one direction; less able to communicate ideas; does not have any idea of goals; needs help and is waiting for someone to give it to them.

1.0 No determination; seems to be searching for something; cannot make choices; needs help but does not seem to desire to put forth energy to seek out this help.

0.5 Has no set goals in life; looking for the magic wand; cannot focus on problems; always has the "I can't" or "they made me" excuses; does not seem to be able to complete tasks.

0.0 Wants someone else to solve their problems.

This section can be completed by either a personal interview or by looking at written paragraphs for content of answers to "what do you hope to do with the skills you attain through this program."

PROCESS:

I. Information seminar--application given at this time.

II. Application scored from 0-12. All applications placed in numerical order.

III. Top 50 applicants are brought in for evaluation
   A. Reading Comprehension
   B. Math Skills I
   (These are standard entrance exams given by Testing Center to all Incoming Students. EXCEPTION: Math I is given instead of Math II)

IV. Highest scoring 20 individuals are given opportunity for the grant. In case of a decline, the next highest ranking score would be taken and so forth until all 20 slots are taken.

In case of duplicate rankings, the earliest dated applications will be taken first.

ANNUAL APPLICATION
GRANT PROGRAM
INTERVIEW RATINGS

RE: CHANGE IN RATINGS--EDUCATIONAL NEEDS

RATIONALE: In order to provide an equal opportunity for the Single Parent/Homemaker candidate who has beginning skills, the emphasis for the Spring training will be more of an upgrading of existing skills. Educational needs points will be awarded in the inverse of the Fall evaluation system. No training skills will receive minimum skills points; beginning skills will receive more skills points.

II. EDUCATIONAL NEEDS Maximum points 3.0

3.0	Good beginning skills--need refinement or retraining--skills may be outdated.
2.5	Some beginning skills-none marketable
2.0	Some beginning skills--none marketable
1.5	No skills at all
1.0	Skills in place in a different field; applicant cannot continue
0.5	Skills in place in a different field; applicant does not wish to continue
0.0	Skills in place applicant looking for something different

El Centro Child Care Reimbursement

➤ **History of Program**

The Child Care Reimbursement Program was created in 1988 to fill the gaps in our YWCA child care program (a program in which we paid partial costs for student child care at YWCA child care centers). While the Y gave excellent care, they enrolled children starting at 18 months, and we had several students with newborns. In addition, though the central Y was located less than three miles from campus, many students relied on public transportation and could not make the connections to the Y and get to class on time without having to wake their children at 5 a.m.

This program reimburses students 20-50% of their child care costs at the end of every month. They may choose the licensed center or registered day home of their choice. The program has been funded totally by Carl Perkins Single Parent/Homemaker and Sex Equity dollars.

➤ **Goals**

To provide partial child care reimbursement for students who are single parents, homemakers returning to school, displaced homemakers, and non-traditional majors, so that they may stay in school and eventually graduate.

➤ **Impact**

Each year, students receiving child care services have had better grades and better retention rates than the general El Centro student population.

➤ **Number/Roles of Staff Involved**

1 Project Coordinator (SP/H grants manager)

1 Clerical Assistant, part-time

➤ **Characteristics of Students Participating in Programs**

The program has served about 30 women each year, with the exception of 1992-93, in which a funding cut has limited us to 11 women. All are low-income and must qualify for financial aid in order to qualify for our services. Ninety-nine percent have been either Single Parents or Homemakers.

➤ **Outside Recognition**

Featured in the booklet, **Child Care for Post-Secondary Institutions**, published by the UT-Austin School of Social Work and the Texas Employment Commission, 1990.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 5,340
Continuing Education (Non-Credit): Not Reported
Number of Students Served (SP/DH/SPW):

Main & Lamar Streets
Dallas, Texas 75202

Contact: Patricia Long Allbee
(214) 746-2427

1[illegible]4

➤ What Makes This Program Unique and Effective?

Our program reimburses the student directly, based on percentage determined by the number of hours the student is in school (see chart below). The percentages match the percentage of time (out of a 40-hour work week) that the student spends in school. The maximum reimbursement percentage is 50%, and the maximum amount paid to the student is $30 per week per child, to keep students from choosing overly-expensive child care and to keep our YWCA program the most attractive choice.

Several "safeguards" are built into the program:

- Students turn in child care receipts at the end of every month (by the 5th of the following month), attached to a "Reimbursement Form." The child care provider must sign this form and give their license number.
- Centers and day homes are checked for legitimacy against a list provided by the Texas Department of Human Services. Any centers or day homes not on the list are checked by phone with TDHS.
- Receipts submitted must be actual printed receipts and not a piece of notebook paper, typing paper, etc.
- Student course schedules are checked on computer after "Last Day to Withdraw" to determine if participants have dropped courses and thus need their reimbursement lowered.

Schedule of Reimbursement

Hours Attending School per Week	Percentage of Child Care Reimbursement
8	20%
10	25%
12	30%
14	35%
16	40%
18	45%
20+	50%

Reimbursement check processing is handled through the college Accounting Office after receiving copies of the receipts and reimbursement forms from the project coordinator.

The MS Project: Math/Science Support for Women

➤ History of Program

When we learned our Carl Perkins Single Parent/Displaced Homemaker (SP/DH) monies would probably be cut for the 1991-92 school year, we began looking for other ways to fund the program to continue serving our SP/DH population. Carl Perkins applications were being accepted for sex equity programs, so we came up with the MS Project. The MS Project provided support services and programs for women enrolled in Developmental Math and science courses in the hopes that they would choose a math/science related career. (This project is based, in part, on a program from Garland County Community College in Arkansas.) Keeping in mind that most of the SP/DH students we had previously served were enrolled in Developmental Math or science courses, we could reach them through a sex equity program. They did not have to be enrolled in a non-traditional major. They simply had to be enrolled in a Developmental Math or a science course, and for some services, qualify financially.

➤ Goals

To provide instructional and life coping support for women enrolled in post-secondary math and science courses, and encourage them to consider math/science-related careers; and to provide college preparatory support in math for high school females, and encourage them toward math/science-related careers. Services included child care, reimbursement, transportation discounts and tutoring as well as study skills workshops and faculty development.

➤ Impact

Women tutored in the sciences received significantly better grades than the general female population in the sciences. In each semester, child care recipients scored better in math and the sciences than the general female population. In addition, transportation recipients had better grades in math and the sciences than the general female student population. For further description of services and an exact breakdown of percentages, a bound report on the project is available.

➤ Number/Roles of Staff Involved

1 Project Coordinator, part-time
No clerical or counseling staff were allowed
4 Tutors, 15 hours per week
2 Summer Math Instructors for high school "Math Boosters" program

➤ Characteristics of Students Participating in Programs

525 were served by the program, including 440 females and 85 faculty members. Of the 39 women receiving transportation discounts, 72% were SP/DH. Of the 33 women receiving child care reimbursement, 82% were SP/DH.

✓ Urban   Suburban   Rural
Number of Students Enrolled, Fall 1991:
Credit: 5,340
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW):

Main & Lamar Streets
Dallas, Texas 75202

Contact: Patricia Long Allbee
(214) 746-2427

- **Outside Recognition**

  Program Coordinator received "Innovator of the Year" award for the program from El Centro College. The Dallas Morning News published an article with photos concerning the program.

- **What Makes This Program Unique and Effective?**

  At the time of its inception, it was the only math/science support program among Texas community colleges which not only provided tutoring, but offered child care and transportation discounts as well as extensive high school outreach. Its multi-faceted approach to the problem of lack of women in math and science makes it unique.

EL CENTRO COLLEGE
Adult Resource Center
Child Care Reimbursement Form

RETURN BY THE 5TH OF EACH MONTH WITH CHILD CARE RECEIPTS (IF LATE MORE THAN 7 DAYS, NO REIMBURSEMENT WILL BE ISSUED.)

NAME SS#

ADDRESS PHONE# (H) (W)

CITY STATE ZIP CODE

CHILDRENS's NAMES AND AGES

LICENSED CHILD CARE PROVIDER
PROVIDER #

ADDRESS PHONE#
CONTACT PERSON

I VERIFY THAT THE ABOVE NAMED CHILDREN HAVE RECEIVED CHILD CARE SERVICES FROM ME AT THE RATE OF $ PER WEEK.

Provider Signature Date

I ATTEST TO THE ACCURACY OF THE ABOVE INFORMATION.

Student Signature Date

Services provided from (Month/Day) to (Month/Day)

CHECKS WILL BE MAILED TO THE ADDRESS AT THE TOP OF THIS FORM ON OR NEAR THE 20TH OF THE MONTH.

FOR OFFICE USE ONLY

AMOUNT OF REIMBURSEMENT MONTH

ADULT RESOURCE STAFF SIGNATURE

DATE

The
Math/Science
Support for Women
Project

El Centro College
Adult Resource Center
Room A047

Evaluation Techniques

Seven main evaluation techniques were used to evaluate the program's components:

- -analyzing student grade reports and comparing to all female students
- -multiple-choice evaluations
- -attitude assessments
- -attendance/participation records
- -distribution of materials
- -comparison of withdrawal rates (participants vs. all female students)
- -comparison of drop-out rates (participants vs. all female students)

Analyzing grade records was the main evaluation technique used in The MS Project. Grade records of participants were analyzed for passing/failure rates, to determine if the project's services were helpful.

A three-choice evaluation form was used by participants to evaluate the study workshops and sex bias awareness training. Participants were instructed to check one: Not Helpful At All, Somewhat Helpful, or Very Helpful. Several aspects of a presentation were analyzed, including presentor's style, material covered, etc. Blank space was included and participants were asked to write any additional comments.

A pre- and post-course attitude assessment was used to evaluate the Human Development 100 courses. Attitude statements on a variety of topics (self-esteem, careers, male/female roles, college) were rated on a five choice continuum: Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree. One to five points were assigned to each choice of answer when grading the assessments (for example, for the statement, "Math and science-related careers are more appropriate for men than women", five points were given to Strongly Disagree and one point was given to Strongly Agree). Higher scores at the end of the course compared to the beginning indicated a positive attitude change.

Attendance/participation records were considered when evaluating all components of the project and were looked at both formatively and summatively. If not enough people were using a particular service, the problem was examined and stronger publicity or other steps were taken to remedy the situation and increase participation.

Counting materials distributed was used to evaluate the hallway display program. Materials available on the display were counted and recorded at the beginning of the program and compared to the number of materials left on the display at the program's end. Refills were included in the count.

Course withdrawal rates were used to evaluate the success of the child care and bus pass programs, although grades were also recorded.

Publicity

The entire MS Project was publicized by a multi-page, four-color brochure (example of cover is attached). It was layed out and printed entirely in-house, by the El Centro graphics and printing staff. Brochures were distributed in the Learning Center, the Adult Resource Center, and on a lobby display that stayed up over a month. In addition, the MS Project Coordinator and the MS Project tutors visited math and science classrooms during the first two weeks of the fall and spring semesters, to promote the Learning Center and pass out MS Project brochures. An ad was placed in the Spring class schedule promoting the HD 100 class for new females enrolled in a science course. The MS Project also received publicity through flyers promoting the monthly study workshops. Flyers were posted throughout the campus and also mailed to instructors.

As mentioned in Component #8, the Math Boosters program was publicized through direct mailings to teachers and counselors, as well as a radio buy. An extra publicity "boost" came in the form of a newspaper article about the program, in the Dallas Morning News. A reporter was on campus during registration and saw the ad in the schedule regarding the HD 100 class, and inquired further about the program.

Women's Programs —
El Paso Community College Women's Center

➤ History of Program

The EPCC Women's Center was established as a support system concentrated on community-based centers or satellites for female students pursuing an education at El Paso Community College. It has gone from a 3-member staff to a 15-member staff in 7 years.

➤ Goals

The Women's Center serves as an umbrella organization developing and implementing programs and services that provide women an opportunity to succeed in meeting their educational, employment and personal goals.

➤ Impact

The EPCC Women's Center is dedicated to assisting women in defining and achieving their academic, career, employment and personal goals. It is a special program designed to succeed in meeting their educational, employment, and personal goals.

➤ Number/Roles of Staff Involved

15 Staff including:

1	Director
5	Counselors
3	Secretarial support staff
6	Student services

➤ Characteristics of Students Participating in Programs

The center provides the most visible resources that serve the unique needs of disadvantaged populations.

➤ Outside Recognition

Chair Adelente Mujer Hispana Program (Conference)

Director has been named one of 30 outstanding Hispanic Women in the Community

Director is the Regional Representative for The National Displaced Homemakers Network, Region VI (5 states)

➤ What Makes This Program Unique and Effective?

Program originally started in 1984 with one campus site and a satellite site. It has grown to include four satellite sites. This expansion has allowed us to serve the student population (particularly women) in practically all areas of our community. Our serves are in the areas of counseling, child care, community outreach, and other services pertinent to our students.

✓ Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 19,000
Continuing Education (Non-Credit): 4,000
Number of Students Served (SP/DH/SPW): Not reported

P.O. Box 20580
El Paso, Texas 79998

Contact: Olga Chavez
(915) 594-2245

THE WOMEN'S CENTER

Vol. 1/No. 1

Summer 1991 / CAMPUS ISSUE

The Women's Center is dedicated to serving the women of the El Paso, Texas international community not only at the three campuses but also in the surrounding areas.

Through this issue, we wish to introduce our programs and services that provide women the opportunity to succeed in meeting their education, employment, and personal goals.

Our main office is now located at the Valle Verde Campus in Room C212. Other offices are located at the Rio Grande Campus in Room #123 and at the Transmountain Campus, Room A-300. We would like to invite you to come by and visit us, and if we can be of any assistance, please feel free to call.

Be sure and look for our open house in September!

Sincerely,

Olga C. Chavez

Olga C. Chavez
Director
Women's Center

PHILOSOPHY AND PROGRAM DESCRIPTION

The mission of the El Paso Community College Women's Center is to assist women in defining and achieving their academic, career, employment, and personal goals through education. This education encompasses not only academics but self-discovery, self-development and awareness of systems available to women. Thus, the Women's Center is designed to provide support services for women enrolled or interested in enrolling at El Paso Community College. Special emphasis is given to single parents, homemakers, women and men students in non-traditional careers, and individuals with handicaps. The Center offers presentations to groups or organizations interested in knowing more about the educational and vocational programs at El Paso Community College.

COUNSELING PROGRAM

COUNSELING

Personal, vocational and academic counseling is offered for students at no cost. College and community information is available and referrals are made when appropriate.

PERSONAL COUNSELING

Short-term personal counseling is offered for students and women in the community to include crisis intervention and life management skills development.

VOCATIONAL COUNSELING

Counseling to assist women in deciding on a career is provided as well as referrals to the EPCC Career Center for assessment and occupational information.

ACADEMIC COUNSELING

The Women's Center provides information necessary for registration and administration to the College, and assists women in gaining basic college survival skills. Information, referral and networking are provided for students who wish to continue their education at a university level.

SUPPORT GROUPS

Counselors and staff at the Women's Center facilitate various support groups for women with similar concerns or interests. These support groups include:

Women in Transition
Adult Daughters of Alcoholics
Human Sexuality
Survival Skills for Single Parents and Homemakers
Developing Learning Skills
Women in Non-Traditional Careers
Personal Discovery
Survival and Coping Skills
Addictive Personalities

Continued on page 2

continued from page 1

Sexual Harassment in College and at the Workplace
Making it in Higher Education--for Single Parents and Homemakers
Incest Survivors
Assertiveness Training
Communication Skills
Forming Relationships
Battered Women Support Groups

Support groups are comprised of at least seven and no more than ten women and a facilitator and may be offered at any of the three campuses and community satellite centers.

The Women's Center Counseling Program also offers personal enrichment seminars, lecture series and workshops. These activities serve significantly as instruments of self-empowerment for women.

All the activities provided by the Counseling Program are offered in Spanish and English. Experts from the community are invited as guest speakers for students, staff and faculty.

INSTRUCTION AND SPECIAL PROJECTS

The Women's Center sponsors and offers seminars and courses to assist women in gaining skills and realizing their potential.

The following courses are offered in English and Spanish at the main campuses and at the Satellite Centers:

- Personal Discovery
- Career Awareness
- Sex Equity Approach to Non-Traditional Careers
- Occupational Planning
- Orientation to College

CHILD CARE PLACEMENT PROGRAM

The Women's Center provides child care services through a Carl Perkins grant geared for single parents, homemakers, or individuals with handicaps enrolled in a vocational or non-traditional program who are in good academic standing. Eligibility requirements include financial need, and attending conferences and parenting workshops. The program's goal is to assist these students in completing their vocational training and entering the workforce. Child care is often identified by female students as an obstacle to their educational advancement because of economic and/or social reasons (lack of flexible hours, lack of monies to pay for child care, night care, etc.).

Most of these students fall below the income poverty level and cannot afford child care. Frequently, these students choose unreliable, low-quality care because it is all they can afford. The lack of reliable child care keeps them from attending their classes and often causes them to abandon their studies.

The Child Care Placement Program has proven to be one of the most dynamic recruitment and retention components of the Women's Center since it provides child care services to disadvantaged students who otherwise would be unable to attend EPCC. Students can choose either services in a day care center or in a licensed home.

CEPA MODEL

The Career Educational Planning and Job Placement Model is designed to provide students with a holistic approach in selecting a career. The program was developed in collaboration with the following Student Development Programs:

Counseling Center
Intake Services
Career Center
Job Placement Program

This model consists of a six-step process of approximately eighteen hours of counseling, career awareness, orientation to the college and training. It is designed to benefit students entering the labor force, displaced workers, single parents or any student who needs assistance in choosing a career.

STUDENT INTERNSHIP

The purpose of the internship is to encourage women to continue in their career of choice by providing on-the-job training in the areas of Child Care Placement, Counseling, Advocacy, Information and Referral, Conferences, and Special Projects sponsored by the Women's Center.

The interns are supervised by a Women's Center counselor who, in turn, is responsible for developing the field work and training objectives for the interns.

The interns assist with the daily operation and programming needs of the Women's Center, attend meetings, and provide presentations in the community. They also work with the Community Outreach Program in participating and networking with community organizations.

Starting this year, the Sex Equity Component will have interns. These individuals must be in their last year of study in a non-traditional career. Those individuals interested in this program should contact the Women's Center.

ALCOHOL AND DRUG AWARENESS PROGRAM

Through the New York Women's Action Alliance pilot project developed over two year ago, the Women's Center continues to expand an Alcohol and Drug Awareness Program which uses preventive efforts which target the special needs of women.

The program is designed as a two-pronged approach. It integrates a focus on drugs and alcohol into on-going activities and creates classes and new support groups that focus specifically on drug and alcohol issues.

Information empowers a woman to take a hard look at her own use of drugs and alcohol, or to recognize the negative influence exerted on her life by someone else's patterns of abuse.

The Women's Center was and continues to be an ideal base for such a program because it already holds a position of trust by women within the community and offers a holistic approach to health and life issues.

Services provided by Drug and Alcohol Awareness Program include:

- Informative and educational presentations available to students, faculty, and staff.
- Eight-week education classes on the effects of substance abuse in women's lives.
- Groups open to any woman who needs support, understanding, and coping skills.
- Referral services to additional college and community drug and alcohol services.

  Seminars and workshops on the relationship of alcohol and drugs to other women's health and social issues.

- Providing information to the community through the print and broadcast media.
- Community Liaison Committee which provides guidance, training and referral resources.

INFORMATION DISSEMINATION AND NETWORKING PROGRAM

This program works closely with the other programs of the Women's Center ensuring that students, EPCC faculty and staff, outside agencies and organizations and individuals in the community are aware of Women's Center activities throughout the year.

Another area being developed under the Carl Perkins Sex Equity funding is the student volunteer component. Students who are in non-traditional careers are recruited to assist in planning events and activities sponsored by the Women's Center. These volunteers are an important part of the conferences, workshops, and seminars.

The Women's Center is also linked to national and international Women's Centers, social service agencies, the private and public sector, and local, state and national government offices. The Information Dissemination and Networking Program is in charge of newsletter publication and distribution. The newsletter is a bilingual publication (English/Spanish) with a circulation of 10,000 copies per issue.

The Information Dissemination and Networking Program works with the EPCC and UTEP Women's Studies Departments and the Independent School Districts' Sex Equity Programs to organize the Annual Women's History Month activities. The program also serves as public relations liaison for the Adelante Mujer Hispana Conferences.

RESEARCH AND EVALUATION PROGRAM

The Research and Evaluation Program supports the Women's Center with on-going research in the areas of gender issues, sex equity, sex stereotyping and the impact of these on women.

The program designs student needs assessment surveys to better serve the needs of students. It focuses on designing and conducting comparative and interdisciplinary assistance with research projects that deal with the interrelationships of race, class, and gender.

The Research and Evaluation Program tasks include:

- Research Publications-working papers on gender issues
- Planning, overseeing, and writing Women's Center reports
- Master Plan of Action for 1995-2000
- Proposal Writing

ADELANTE MUJER HISPANA CONFERENCE

Since 1983, the Adelante Mujer Hispana Conference has provided women in the El Paso community the opportunity to come together and share their life experiences, improve personal and career development and promote the role of Hispanic women in the community, the state and the nation.

The Annual Adelante Mujer Hispana Awards Banquet recognizes outstanding community participants in various areas including Education, Health, Community Involvement, Entrepreneurship and Service. The Service Award is presented to the individual who has contributed the most to the advancement of Hispanic women.

Keynote speakers have included both locally and nationally recognized individuals like Alicia Cuaron, originator of the Adelante Mujer Hispana Conference; State Representative Lena Guerrero; Dr. Guadalupe Quintanilla, University of Houston Assistant Vice President; Esther Valladolid Wolf, Secretary of Aging for the State of Kansas; Catalina Vasquez Villalpando, Treasurer of the United States; and Shiree Sanchez, Associate Director, Office of Public Liaison at the White House.

COMMUNITY OUTREACH PROGRAM

The Community Outreach Program functions as a college/community liaison for the Women's Center. Through this program, the Women's Center is recognized by other public and private educational institutions in El Paso. The program is actively engaged in tapping into the community's human resources, recommending leadership for Women's Center advisory and working boards, and giving presentations citywide about Women's Center services and programs.

The Community Outreach Program is concerned with recruitment and retention of female students. The college's Satellite Centers are routinely visited to inform students about available programs and invite them to visit the Women's Center and enroll at the El Paso Community College.

The program is also involved with the college International Programs, providing information and referral to the services in the college and in the community. These services are provided in English and Spanish. The program has organized lectures, seminars, and workshops for Latin American students enrolled at EPCC through an AID federal exchange program.

The Community Outreach Program also participates in organizing the Women's Center conferences and making the activities visible in the community, reaching the El Paso business community and private sector.

WOMEN'S CENTER STAFF

Olga C. Chavez Director	594-2245
Rosalla Solórzano Counselor	594-2275
Charlotte Dettman Counselor	534-4123
Irma Bricker Child Care Program Assistant	594-2257
Toni Sanchez Student Services Assistant	534-4122
Rosa González-Pérez Student Services Assistant	594-2258
Elvia Lerma Student Services Assistant	594-2259
Susana Guerra Student Services Assistant	594-2271
Elva Gutierrez Student Services Assistant	594-2267
Martha Duran Clerk	594-2274
Secretary	594-2245
Workstudy	594-2251
Workstudy	594-2253
TM Campus	757-5037

THE WOMEN'S CENTER STUDENT AUXILIARY CLUB

The Women's Center Student Auxiliary Club's purpose is to encourage women students to help each other enhance life skills, provide moral or academic support to club members, and to develop a WARMLINE which is a telephone support system operated by volunteers. The club also has a scholarship fund. Students in this club have the opportunity to get to know students, faculty and staff from the three campuses; participate in different El Paso Community College activities; organize fund-raising activities to benefit both the club and other students; and attend seminars for personal and academic enrichment. To join the club, students need to contact the President or Club Advisor at the Women's Center.

- Women are rejecting the old practice of getting married at an early age, and they are more likely to go to college than men are.
- Employers will make increased efforts to recruit and retain minorities, especially women.

If you are interested in further information, contact the Women's Center at El Paso Community College. The Center is introducing the Internship Program for non-traditional careers for qualifying EPCC students. The purpose of the program is to encourage female students to continue in the non-traditional career of their choice by providing them with the opportunity to obtain work experience in that field and get paid for their work.

Developed by Susana Guerra

Silvia Newman
Security Officer

El Paso Community College does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap.

• PRE ARCHITECTURE • COMPUTER PROGRAM

EL PASO COMMUNITY COLLEGE WOMEN'S CENTER
Presents

WOMEN IN NON-TRADITIONAL CAREERS

THE
WOMEN'S CENTER

WHAT IS A NON-TRADITIONAL CAREER?

A career is considered non-traditional on the basis of the sex of the person who has the job. A career that is traditional for a man, such as a welder or carpenter, is non-traditional for a woman. Nursing is a career that is traditional for a woman but non-traditional for a man.

Olga "Cookie" Mapula
EPCC Board of Trustees Member
Owner, Communications Group/SOLUNET

HOW DID JOBS GET TO BE NON-TRADITIONAL?

At one time, jobs were determined by the biological and physical functions of a person. Clearing land and building houses with logs in frontier days required strong backs, sturdy arms and legs. These were the men's jobs. Women, on the other hand, bore children so the responsibility for caring for them and the home belonged to mothers, grandmothers, and sisters.

Traditionally, the man of the house was the "bread winner", the person who earned an "honest day's wage for an honest day's work." Women were not paid since domestic work was not valued as work.

WHY WOULD ANYONE WANT A NON-TRADITIONAL CAREER?

Times have changed and people have moved off farms into cities. During the 1970's and 80's, the cost of living and raising a family has dramatically increased--along with the divorce rate. Technological advances have also made a difference. Work does not require the same physical labor that it used to. Work has become more technical, more mental.

Some of the advantages of a non-traditional career are:

Salary	- Non-traditional careers often afford the opportunity for better pay for women. With more careers to choose from, there is a better chance of getting a better-paying job.
Advancement Opportunities	- Non-traditional careers, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journey worker, to supervisor, to superintendent, and so on.
Benefits	- In non-traditional careers which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.
Satisfaction	- The greater the range of experience a career offers and the more options it makes available, the greater the chances for self-satisfaction.
Education/ Training	- Most non-traditional careers require specialized skills, which are usually compensated according to the amount of training or education. This process enables trainees to earn while they learn.
Work Hours	- Many non-traditional careers in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often high.

SOME FACTS ABOUT WOMEN

- The percentage of working mothers will grow through the next decade. One major reason for the gain is the increase in divorced women with children.
- The labor shortage of the 1990's will attract more women and minorities into business and will keep the unemployment rate low.
- Women will make dramatic strides towards equality in the 1990's, gaining economic and political power.
- We will continue to see a blurring of sex roles.
- Women, immigrants, and minorities are expected to make up more than 80% of the new workers in the 1990's.

Disk: WOMEN'S CENTER 2-\BRO\NONTRDL.PM3

"HE/SHE DOESN'T LOOK LIKE AN ALCOHOLIC!"

-*The functional alcoholic IS a:*

.Husband .Wife .Doctor .Lawyer .Mother .Father .Butcher .Chief-of-police .Secretary .Boss .Carpenter .Artist .Son .Engineer .Realtor .Sister .Brother .Laundryman .Mailman .Teacher .Blue- collar worker .Contractor .Banker .Computer expert .Janitor .Daughter .Soldier .Psychiatrist .Grammar school student .Highschool student .College student .Truck driver .Dentist .Moviestar .Waitress .Nurse .Cousin

...*and everyone else.*

-*The functional alcoholic DOES have personal problems that are caused by or related to the use of alcohol such as:*

.Sleep problems .Financial problems .Sexual problems .Thinking problems .Mood problems .Health problems .Flash anger problems .Relationship problems .Social problems .Emotional problems

.Self-esteem problems .Family problems .Employment problems .Spiritual problems .Legal problems.....Remember, the alcoholic is often a brilliant super achiever, is employed and frequently is an admired citizen (right there in the midst of his/her problem).

-*The functional alcoholic MAY miss work, at first sporadically, because of:*

.The 24-hours flu, especially popular on Monday .Sinus headaches .Food poisoning ."Allergy flareups" .Minor accidents (sprained ankle, broken toe type: he/she usually asks someone else to make the excuse call to the place of work) .Upset stomach .Severe illness in family .Death in family .Bad cold .Back pain .Car trouble .Migraine .Cramps .Toothache .Illnesses that are often related to excessive use of alcohol but provide legitimate excuses all by themselves, i.e: ulcers, gastroenteritis, diabetic crisis, carditis, hypoglycemia, colitis .Illnesses where medical determination cannot always be made. Most doctors are rather reluctant to say to the patient that the pain in the head, neck, back, shoulder, etc. does not really exist, even when they cannot identify the cause.

-*As the early stage functional alcoholic slides into the middle stage, we begin to see MORE OBVIOUS SIGNS:*

.Flushed face or grayish pallor .Eyes less clear .Nervous symptoms, i.e. high-keyed, possible chain-smoking; constant coffee drinking; a very uptight appearance .His/her drinking becomes less and less predictable. Sometimes drinks "normally", sometimes really "ties one on". .He/she makes sure there is "enough" liquor in the house. Buys in large "economy" sizes. He/she is very upset if it runs out,goes to elaborate and frequently inconvenient lengths to replenish supply; might even arrange a sudden visit to a friend where drinks are sure to be offered. .He/she may be having more frequent memory blanks (blackouts). .When confronted about his/her drinking, becomes irritable, defensive, angry or belligerent, and tries to blame the confrontor. .Might have a morning drink--a beer or two "to get going". .Explains (rationalizes) his/hr drinking, i.e.: -Drank on an empty stomach--it really hit him/her. -Someone spiked the drinks. -Wasn't drunk--had low blood sugar. -Not drunk--was coming down with the flu. .He/she only drinks wine or beer. No one could be an alcoholic on such "mild" drinks, could they? .He/she shifts the issue to you; if you weren't so nagging, extravagant, thoughtless, picky, cold, demanding, etc., he/she wouldn't be forced to drink so much.

If you feel that you or some one in your family has a drug or alcohol problem or you would like further information, call the Women's Center at 594-2259. We are located at C212, Valle Verde Campus, or Room 123, Rio Grande Campus, El Paso Community College.

Developed by Elvia Lerma and Susana Guerra.

A
FAMILY
PROBLEM

THE
WOMEN'S CENTER

EL PASO
COMMUNITY
COLLEGE

BEST COPY AVAILABLE

A FAMILY PROBLEM

In many families alcohol and/or drug abuse is a major problem. If you have a family member who uses alcohol or other drugs your family may be having problems related to drug abuse.

How can you know if alcohol or drug abuse is a problem in your family?

Does someone in your family...

1. Lose time from work or school due to drinking? Yes No
2. Drink alone or hide drinking or drug use? Yes No
3. Lose control of behavior after alcohol/drug use? Yes No
4. Sometimes forget what happened while drinking? Yes No
5. Seem irritable, defensive, jealous, moody or easily angered after alcohol/drug use? Yes No
6. Have physical complaints--low energy, weight loss, sleeplessness, accidents--a lot? Yes No
7. Avoid friends and social activities because of alcohol/drug use? Yes No
8. Embarrass, harm or worry family, friends or others with his/her alcohol/drug use? Yes No

If one or more of the answers were "**Yes**", you probably do have a problem with alcohol or drugs in your family!

If someone in the family is an alcoholic or drug abuser the family is probably experiencing many other problems like...

SHAME
They are withdrawing from social contact and hiding the problem.
GUILT
They may be believing the user's accusations, thinking they are responsible.
INSECURITY
The user is unpredictable and neglectful of family responsibilities.
RESENTMENT
Family members will come to resent rather than respect the abuser.
FINANCIAL PROBLEMS
Drug and alcohol cost money that the family needs for other things.
DELINQUENCY
Children who feel trapped in a family may act out their behavior in school or other places in the community.

The Women's Center Responds-

The Drug and Alcohol Awareness Program was initiated in October of 1988 as a pilot project. The El Paso Community College Women's Center was selected as one of three sites nationwide to pilot a primary prevention program in substance abuse. The project was selected and funded by the Women's Action Alliance (WAA) based in New York City. The education project of the WAA is the only national education program for low-income, Hispanic, and Black women and their children.

The Women's Center has developed a Drug and Alcohol Awareness Program that uses prevention efforts which target the special needs of women. The program is designed on a two-pronged approach. The first is to integrate a focus on drugs and alcohol. Given accurate information and education about the cycles and effects of substance abuse, women are a in a betterposition to make educated choices for their well-being. Information enables a woman to take a hard look at her own use of drugs or alcohol, or to recognize the negative influence exerted on her life by someone else's patterns of abuse. The Women's Center is an ideal base for such a program because it already holds a position of trust by women within the community and offers a holistic approach to women's health and life issues.

Services Provided by the Drug and Alcohol Awareness Program Include:

-Informative and educational presentations available to students, faculty, and staff.

-Eight-week education classes on the effects of substance abuse in women's lives.

-Groups open to any woman who needs support, understanding, and coping skills.

-Referral service to additional college and community drug and alcohol services.

-Seminars and workshops on the relationship of alcohol and drugs to other women's health and social issues.

-Providing information to the community through the print and broadcast media.

-Community Liaison Committee which provides guidance, training, and referral resources.

FACTS:

-5.7 million family violence cases a year are linked to alcohol abuse.

-Over 50% of patients treated in an emergency room for drug related problems are women.

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WOMEN'S CENTER OFFERS INTERNSHIP PROGRAM

By Maria Hernandez and Laura Quintero

The Women's Center has offered its facilities to accommodate Student Interns from the Valle Verde Campus of the Human Services Field, Mental Health Option. Maria Hernandez and Laura Quintero are in their last semester of their degree plan. Upon completing their Associates Degree, they will transfer to a university of their choice and are contemplating obtaining a Masters Degree.

Laura has enjoyed the classes and instructors during her time at the college. She is striving to be a Counselor/Psychologist and has set her sights to work within the school system, preferably with high school students.

Maria feels that school has allowed her to get over her shyness and become more assertive. She feels that she has been able to get valuable experience at the El Paso Community College Women's Center.

The Women's Center has a great deal to offer. It is comprised of many components. These components consist of five specialty areas:

Counseling - Entails personal, vocational, and academic.

Community Outreach - Provides information to the community by informing them on what types of assistance are available.

Sex Bias/Non-Traditional Careers - Provides services to those women who are enrolled in school or are thinking of enrolling in careers that are considered to be male-oriented fields.

Child Care - Offers subsidy for day care services to women who have children and cannot care for their children either because they are attending school, work, or both.

Financial Aid Assistance - Helps students in filling the Pell Grant applications which assist the students in overcoming the financial burdens of lacking the money to attend school.

These services are funded by the Carl Perkins Grant which means that there are provisions that are enforced. These provisions consist of being a single parent/homemaker, and are enrolled in a vocational or non-traditional career.

Activities Maria and Laura participated in consisted of Women's Services Day and Adelante Mujer Hispana Conference. Adelante Mujer Hispana Conference is a yearly conference that recruits successful women from all walks of life as keynote speakers. The mission of this conference is to present these ladies as role models to women who are not in the main stream of education. On September 29, 1990, Ms. Catalina Vasquez Villalpando, Treasurer of the United States, attended a promotional dinner that was provided by a committee through the Women's Center. The theme of the conference was entitled "Emerging Texas Women: Influencing the Nation".

An internship consists of two semesters of work experience and an accumulation of 225 hours a semester. They familiarized themselves with the establishment, the Women's Center, and engaged in activities which related to the different components. These activities included participating in financial aid workshops, observing Human Development classes, observing Personal Discovery classes, attending presentations provided by staff members, and providing a lecture on Assertiveness Training to students in the Personal Discovery class. With the implementation of the various activities, they have seen the different components at work and have concluded that the Women's Center is a great as to its students and an integral part of the community.

Galveston College

The YMOMS - The Young Moms (17 to 22 years)

History of Program

According to information in the Teen Birth Data and Statistics in 254 Texas Counties (August 1991), Galveston County reported 580 births to mothers between the ages of ten and nineteen with 310 teen deliveries at a cost of $600,710.82 of medicaid in-patient hospital expenses. Teen pregnancy in Galveston is 18.5/1000, 50% higher than the national average.

Statistical data from the Galveston Independent School District and the Texas Association Concerned with School Age Parenthood reported that 15.6% of all births in Galveston county were to teen parents. Galveston County reported a higher percentage of birth to teens than the state teen birth rate, respectively. A large percentage of these single parents are not in school nor in any job training program; they are either employed in "low paying" jobs or receiving welfare benefits. There is a need to help these single parents to access information about vocational education programs, related support services and career counseling.

Goals

To retain the matriculation of the YMOMS in the college's Voc-Tech programs with access to a variety of support services that will enhance their abilities to complete their educational goals. To provide information about the college's vocational/technical programs, inclusive of the support services, to teen parents and pregnant teens at the local high school.

Impact

To increase the capacity for teen parents, pregnant teens, and young mothers (17 to 22 years) to market vocational and technical skills.

Number/Roles of Staff Involved

Coordinator for Special Populations: Program Administrator

Part-time temporary Clerical Assistant

Characteristics of Students Participating in Programs

Young Moms (17 to 22 years), teen parents and pregnant teens (local high school). Vocational majors (The YMOMS). Demonstrate financial need (The YMOMS).

Outside Recognition

Newspaper articles: An article in the Galveston Daily News (August 1991) recognized three local high school graduates (teen mothers) who enrolled in Galveston College for the 1991 Fall Semester. One teen mother stated, "My dream is to have a big house for my mother and my baby. I plan to attend Galveston College in the fall and work towards a degree in nursing to help make that dream a reality." There is a need to expand and increase the capacity for single parents and single pregnant women to market vocational and technical skills.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,254
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 360

4015 Avenue Q
Galveston, Texas 77500

Contact: Dr. Jeri Lyons
(409) 763-6551

➤ What Makes This Program Unique and Effective?

The program provides an opportunity for young mothers to prepare for vocational and technical education and training in order to increase their capacities to market vocational and technical skills.

Evening On-Campus Supervised Playroom-Study Hall

- **History of Program**

  During the 1991 Spring Semester, members of the Galveston College Student Activities Council voiced their concerns about the need for on-campus baby-sitting, and school officials, who had observed unsupervised children on campus during evening classes, took steps to launch a pilot program . . . an evening on-campus child care service for single parents who had declared vocational majors.

- **Goals**

  To retain the matriculation of single parents and single pregnant women in vocational and technical programs.

- **Impact**

  To increase the capacity for the target population (single parents and single pregnant women) to market vocational and technical skills.

- **Number/Roles of Staff Involved**

  Coordinator for Special Populations: Program's Administrator
  Part-time temporary Clerical Assistant
  2 Baby-sitting Attendants
  2 Baby-sitting Substitutes for Emergencies

- **Characteristics of Students Participating in Programs**

  Single parent and single pregnant women. Vocational majors. Demonstrate financial need.

- **Outside Recognition**

  Newspaper articles:

- **What Makes This Program Unique and Effective?**

  The service provides an opportunity for single parents and single pregnant women/students to attend class, study in the library or complete lab assignments in the Skills Enrichment Center.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,254
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 360

4015 Avenue Q
Galveston, Texas 77500

Contact: Dr. Jeri Lyons
(409) 763-6551

Evening On-Campus Supervised Playroom - Study Hall Procedures

1. To be considered for participation in the evening on-campus supervised playroom -study hall, the Evening On-Campus Supervised Playroom - Study Hall Application must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Supervised Playroom -Study Hall until proper authorization has been given.

2. To be eligible for participation in the Evening On-Campus Supervised Playroom - Study Hall, priority will be given to "single parents who are eligible for financial aid and are accepted and enrolled in a vocational/technical program."

3. The Evening On-Campus Supervised Playroom - Study Hall is opened from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.

4. The Evening On-Campus Supervised Playroom - Study Hall is available to students/single parents who are (a) attending evening class(es) on campus, (b) studying in the College Library, and/or (c) using the facilities in the Skills Enrichment Center. A penalty will be imposed when these guidelines are not followed.

5. There is a $2.00 fee for each child per evening.

______________________________ _______________
Parent's Signature Date

Teen-age mothers receiving help at college

As part of its efforts to help single parents, Galveston College will focus its efforts this fall on teen-age mothers.

That service and others are part of a support network for teen-age parents who want to continue their education. Dr. Jeri Lyons, who supervises the program, said Young Moms will help teens who are on the road to becoming adults.

"We'll provide mentoring, job shadowing, in which students will be able to observe workers on the job, job placement," she said. "We'll let them become role models and peer tutors for each other."

Young Moms will be open to women 16 to 22 years old. Lyons said the aim of Young Moms is to encourage any teen parent or prospective teen parent to continue his or her education.

The project for teen parents began to take shape in December 1991. Having seen a need for the service, members of the college administration querried teen-age parents to ask what, if any, services they might need. The parents said they needed support as well as a place to live, Lyons said.

The Young Moms effort grew out of an attempt to more effectively serve single parents at Galveston College. An evening child care service was developed as part of that effort. The child care service will be available to teen-age mothers too.

Money to fund care for children of single parents and single pregnant women has come partially from a Carl Perkins federal grant.

This year's program has the additional aim of enrolling teen-age parents.

Young Moms will need faculty and staff to volunteer, Lyons said.

For more information about Young Moms, call Lyons at Galveston College.

Dr. Jeri Lyons

Dr. Jeri Lyons, counselor/coordinator of special populations--Lyons provides special services to students with disabilities. She is an academic adviser. In addition, she supervises the Evening On-Campus Supervised Playroom-Study Hall program which is available to single parents who are vocational/technical majors. She is an adviser to the Disabled Club.

Eileen Marks kisses her son Andrew goodbye as she leaves the Evening On Campus Supervised Playroom Study Hall for children at Galveston College.

Student depends on child care

When Eileen Marks decided to return to school, she struggled to find affordable child care for her toddler, Andrew.

Single and with few resources, Marks was able to find help at Galveston College's Evening On-Campus Supervised Playroom-Studyhall for children.

Her son was nearly 2 1/2 years old then, and the two were adjusting to a new life alone. A year later, the program has helped make it possible for Marks to continue her education and has opened a world of new friends for Andrew.

"When he first came in he had a hard time adjusting," Marks said, adding that she had separated from her husband.

"Andy's very happy to be here. I can see the development changes in him. We were both very stressed out when we started the service. He's completely different now."

When her son began the program, he was unruly and reluctant to attend, she said. "Now he asks to come here," she said.

Many other single parents find themselves in the same position as Marks. Because their income is limited, they can ill afford the fees charged by most day care facilities.

And if they are like Marks, who is pursuing a career in nursing, child care must be available at day.

"I had him in outside day care once," Marks said. "But the cost was overwhelming."

Besides lifting a financial burden, Marks enjoys knowing that if something happens, care givers at the child care program can find her in class.

The evening child care service is located on the second floor of the Northern Building near the east exit doors.

Two attendants remain with the children and supervise their play. The room is brightly decorated with toys, large alphabets, books, pictures and other comforts of a well-stocked nursery.

When Marks leaves to attend class, she gives Andrew a kiss and heads out the door, and Andrew quickly joins in play.

"That speaks well for the care here," Marks said. "If a child doesn't get comfortable after a reasonable amount of time, something's wrong. I've been very fortunate. Andy's so much happier."

Because she is free to concentrate on studying, Marks has made progress in her degree plan. Marks, who is already an employee at University of Texas Medical Branch, is enrolled in the work-school program there and has signed a contract to work for two years as a registered nurse upon completion of her studies.

She has worked for UTMB for 10 years as a nursing assistant and hospital technical assistant. She works 16-hour shifts on weekends.

Soon she will start the nursing classes she has worked towar

"I thank God I start clini because I'm worn out," she said, sighing.

When she enrolls this fall, Marks will face a new challenge. The care program is only open at night. If the program is not expanded, she will need to make other arrangements--a situation she admits will be difficult.

In the meantime, Marks is continuing her efforts to achieve the goals she has set for herself.

"This is my future," she said. "If I don't get through school, I won't be able to support him (Andrew). This is not something I'm doing because I want to. I have to."

The child care is available from 4:30 p.m. to 10 p.m. Monday through Thursday. It is open to vocational and technical majors on financial aid.

For more information, Special Populations, 763-65 ext. 225.

WHERE IS THE COLLEGE LOCATED?

Galveston College has two campus locations on Galveston Island, just 50 miles south of Houston, Texas. The main campus at 4015 Avenue Q provides administrative services for registration, financial aid, counseling and other student services. The Fort Crockett Campus is located at 5001 Avenue U. Ample parking is available at both campus locations.

WHO CAN BE ADMITTED TO GALVESTON COLLEGE?

Galveston College wants you as a student. Admission is open to (1) all high school graduates and persons who have earned a certificate of high school equivalency (GED), (2) transfer students "in good standing" from other colleges, (3) high school students recommended by a high school principal or counselor, (4) non-traditional or non-degree seeking students entering credit or non-credit courses for professional growth and leisure learning.

HOW CAN I BE ADMITTED TO GALVESTON COLLEGE?

1. Obtain application forms from the Dean of Admissions.
2. Present completed forms to the Admissions Office.
3. Arrange for official transcripts from high schools and colleges attended to be sent to the Admissions Office.
4. Arrange to take the College Placement Test and/or TASP Test.
5. Arrange counseling interview prior to formal registration.

IS FINANCIAL AID AVAILABLE?

Yes! The Galveston College Financial Aid Office is staffed with knowledgeable and friendly people ready to help you take advantage of a variety of assistance programs. If you think you may need help with college expenses, plan to visit the Financial Aid Office early.

BEST COPY AVAILABLE

FOR FURTHER INFORMATION, PLEASE CONTACT THE FOLLOWING OFFICES:

DAY CARE ASSISTANCE

Financial Aid Office
763-6551, Ext. 235

• • •

EVENING ON-CAMPUS SUPERVISED PLAYROOM-STUDY HALL

Special Populations Office
763-6551, Ext. 225

• • •

This brochure is made available through funds of the Carl Perkins Vocational Education Act.

It is the policy of Galveston College to provide equal opportunities without regard to age, race, color, religion, national origin, sex, handicap or veteran status.

Galveston College
4015 Avenue Q
Galveston Island, Texas 77550
(409) 763-6551

Galveston College

DAY CARE ASSISTANCE & EVENING ON-CAMPUS SUPERVISED PLAYROOM-STUDY HALL

DAY CARE ASSISTANCE

For Day Care Assistance, You Must Meet The General Requirements And Have A Complete Current Year Financial Aid File.

GENERAL REQUIREMENTS

1. Students must be single parents.
2. Students must be enrolled in or declare intent to enroll in a vocational-technical program.
3. Students must be enrolled and must maintain enrollment as part-time students (6 semester hours minimum).
4. Students must have dependent child(ren).

APPLICATION PROCESS

1. Students must apply and be eligible for financial aid to receive consideration for Day Care Assistance.
2. Students must apply for Day Care Assistance each semester (Fall and Spring). Day Care Assistance is not available during the summer semesters.
3. Students must provide a birth certificate for each child to the Financial Aid Office when requesting Day Care Assistance.

SELECTION PROCESS

1. Students who are enrolled in or who declare intent to enroll in a vocational-technical program are eligible to apply for Day Care Assistance.
2. Students who have received a degree from Galveston College are not eligible. Students who have completed a certificate program at Galveston College and are working towards a vocational-technical degree are eligible to apply for Day Care Assistance.
3. Day Care Assistance is available for students' children who are twelve years or younger.
4. Priority will be given to returning students who received Day Care Assistance during the previous semester.

STUDENT RESPONSIBILITY

1. Students must immediately notify the Financial Aid Office when they drop a class or withdraw from the College.
2. Students may select day care centers; only "licensed" day care centers are eligible for Day Care Assistance.
3. Students are responsible for "any and all" incurred day care expenses when classes are not in session, i.e., holidays, spring break, etc. Students are responsible for "any and all" day care expenses not provided by Galveston College.
4. Students whose day care expenses are paid in full or in part by an agency other than Galveston College must report this information to the College's Financial Aid Office.
5. Students must notify the Financial Aid Office when Day Care Assistance is no longer needed, i.e., child/children not attending day care.

NOTICE

Full funding of day care expenses paid by Galveston College and/or by other agencies could reduce the amount of a student's PELL award.

Galveston College reserves the right to reduce or discontinue Day Care Assistance at any time.

Applications for Day Care Assistance are available in the Financial Aid Office.

EVENING ON-CAMPUS SUPERVISED PLAYROOM-STUDY HALL

Monday - Thursday Evenings
4:30 p.m. - 10:00 p.m.
Northen Building (N-203)
Ages 3 (toilet-trained) to 11

PROCEDURES

1. To be considered for participation in the Evening On-Campus Supervised Playroom-Study Hall, the Evening On-Campus Supervised Playroom-Study Hall Application must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Supervised Playroom-Study Hall until proper authorization has been given.
2. To be eligible for participation in the Evening On-Campus Supervised Playroom-Study Hall, priority will be given to "single parents who are eligible for financial aid and are accepted and enrolled in a vocational/technical program."
3. The Evening On-Campus Supervised Playroom Study Hall is open from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.
4. The Evening On-Campus Supervised Playroom-Study Hall is available to students/single parents who are:
    (a) attending evening class(es) on campus
    (b) studying in the College Library, and/or
    (c) using the facilities in the Skills Enrichment Center.

    A penalty will be imposed when these guidelines are not followed.
5. There is a $2.00 fee for each child per evening.

Single Parent Grant

- **History of Program**

  This is the first year for a separate grant for single parents. In the past we have just used a small portion of our Carl Perkins fund for services.

- **Goals**

  To have 15 completers.

- **Impact**

  Several of the students could not have attended college without the extra assistance above PELL.

- **Number/Roles of Staff Involved**

  One staff person who carries out all phases of program, including recruitment, advising, scheduling, providing services, leading groups, and scheduling any workshops.

- **Characteristics of Students Participating in Programs**

  Single parents, many from abusive marriages, some never married. Most are getting some form of assistance from the Department of Human Services. Most are in college to get off welfare and be able to support themselves and their children.

- **Outside Recognition**

  No awards. Only one newspaper article announcing the grant, and it served as a recruitment activity. We received many calls after the article ran in the area newspaper.

- **What Makes the Program Unique and Effective?**

  Simply provides assistance through child care, transportation and textbooks. It's effective because the single parents need this additional assistance.

Urban Suburban Rural
Number of Students Enrolled, Fall 1992:
Credit:
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW):

6101 Grayson Drive
Denison, TX 75020

Contact: Charlotte Grayson
(903) 463-8694 x 695

Turning Point: A Personal Development and Career Awareness Program for Single Parents, Displaced Homemakers, and Single Pregnant Women

➤ History of Program

After careful investigation and consultation with agencies and institutions providing limited services to a varied parcel of a significant special population of single parents, displaced homemakers, and single pregnant women, Hill College proposed to provide an appropriate program committed to developing this vital human resource. The implementation of a Personal Development and Career Awareness program that develops survival skills and supports integrated academic and technical education is a crucial link in the development of an educated and skilled workforce, desperately needed by business and industry to stay internationally competitive in a global economy.

➤ Goals

The goal of this program is to significantly increase the number of program completers and placement of individuals from this population. Furthermore, it is the goal of Hill College to address the needs of students, including members of special population groups for vocational/technical education and training programs based on labor market needs.

➤ Impact

A 90+% success ratio.

➤ Number/Roles of Staff Involved

1 Special Populations Coordinator
2 Career Development Coordinators
1 Equity Coordinator
1 Director of Student Support Services

➤ Characteristics of Students Participating in Programs

Low self-esteem, in financial distress, non-high school graduates, lack of direction for their lives.

➤ Outside Recognition

Yes, newspaper articles.

➤ What Makes This Program Unique and Effective?

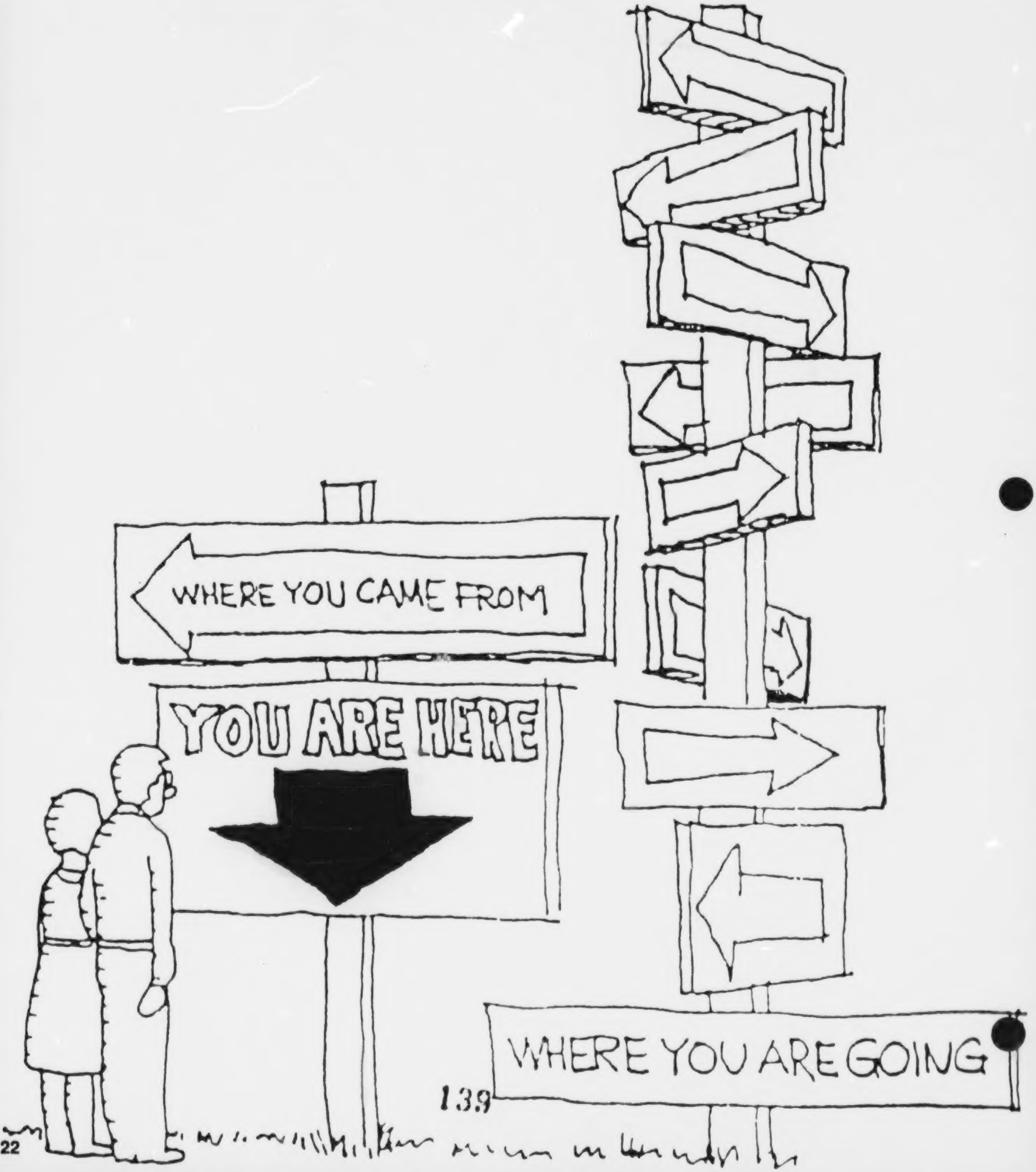
It has been accepted by participating agencies, students, faculty, staff, administration, and it works!

Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit:
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): 290

P. O. Box 619
Hillsboro, Texas 76645

Contact: Pam Boehm
(817) 582-2555

Turning Point


WHERE YOU CAME FROM
YOU ARE HERE
WHERE YOU ARE GOING

TURNING POINT PROGRAM

A Personal Development and
Career Awareness Program
Sponsored by
HILL COLLEGE

Hill College is sponsoring a Personal Development and Career Awareness Program called **TURNING POINT**. Funding for the program is provided through a federal grant under the Carl Perkins Act.

TURNING POINT is a program designed to help special populations including the handicapped. economically/educationally disadvantaged, persons with limited English proficiency, single pregnant women, single parents, individuals in non-traditional jobs, and displaced homemakers. The program is designed to help individuals seeking employment or a career to inventory their assets and learn to sell their positive points to employers.

TURNING POINT is a 20 clock hour program presented in five (5) units, each addressing the following areas:

Interpersonal Dynamics/Communications
Effective Study Skills/Problem Solving
Career/Occupational Training
Placement and Job Search Techniques
Evaluation and Goal Setting

Students will participate in computer assisted occupational inventories, job interviews, assertiveness training, and activities designed to encourage positive attitudes toward success.

The program is offered every Monday and Tuesday, 1:00 p.m. to 3:00 p.m.. at the Cleburne Center and Wednesday and Thursday, 1:00 p.m. to 3:00 p.m. at the Hillsboro Campus. The program is designed in units so that participants can enter on any Monday (in Cleburne) and any Wednesday (in Hillsboro). Five units must be completed.

Individuals wishing to participate in the program should apply at the Administration Building, Counseling Center, at either campus.

The program is designed to help individuals identify and work toward their career potential. **There is no fee for the program.**

Limited funds are available to provide reimbursement to qualified vocational students for child care and/or transportation provided they enroll and meet Hill College requirements and complete the program. (Child care must be provided by a licensed or registered day care home.) Call 582-2555 (Hillsboro) or 641-9887 (Cleburne) for details.

TURNING POINT

CONTENTS

UNIT I. INTERPERSONAL/COMMUNICATION SKILLS

- A. Self-esteem - (video)
- B. Attitudes for success
- C. Be assertive - computer assisted (Plato)
- D. Handling stress - (video)
- E. Maslow's hierarchy of needs

UNIT II. EFFECTIVE STUDY SKILLS/PROBLEM SOLVING

- A. Different learning styles
- B. How to study - includes video
- C. Test-taking - (video)
- D. Time management
- E. Making effective decisions - the process
- F. Money managing skills - (budgeting)

UNIT III. CAREER/OCCUPATIONAL TRAINING

- A. COPS inventory
- B. How to use Dictionary of Occupational Titles
- C. Occupational Outlook Handbook
- D. Computer assisted occupational inventory-(Sigi-Plus)

UNIT IV. PLACEMENT

- A. Resume
- B. Cover letter
- C. Interviews - role-play/videotapes
- D. Keeping a job

UNIT V. FOLLOW-UP AND EVALUATION

- A. Self-evaluation and group-evaluation
- B. Goal setting

RESOURCES:

- A. Suggestions for further reading
- B. Helping agencies

NOTE: Table of contents from instructional materials prepared for TURNING POINT program.

TODAY IS THE VERY FIRST DAY OF THE REST OF MY LIFE

This is the beginning of a new day. I have been given this day to use as I WILL. I can waste it . . . or use it for good, but what I do today is important, because I am exchanging a day of my life for it! When tomorrow comes, this day will be gone forever, leaving in its place something that I have traded for it. I want it to be gain, and not loss; good and not evil; success, and not failure; in order that I shall not regret the price that I have paid for it. I will try just for today, for you never fail until you stop trying.

TURNING POINT PROGRAM
DAY CARE AND TRANSPORTATION REIMBURSEMENT
POINT VALUE SYSTEM
1992-1993 GRANT YEAR

CATEGORY:.. ______

Single Pregnant Woman	14
Single Parent	12
Displaced Homemaker	10
Handicapped	8
Limited English Proficiency	6
Non-traditional/Sex Bias	4
Eco/Edu Disadvantaged	2

ENROLLED IN HILL COLLEGE:........................ ______

Currently enrolled	5
Not enrolled	0

FAMILY INCOME:................................... ______

$ 0 - $ 6,620	10
$ 6,621 - $ 8,880	9
$ 8,881 - $ 11,140	8
$ 11,141 - $ 13,640	7
$ 13,641 - $ 16,100	6
$ 16,101 - $ 18,830	5
$ 18,831 - $ 21,560	4
$ 21,561 - $ 24,290	3
$ 24,291 - $ 27,020	2
$ 27,021 - $ 29,750	1
$ 29,750 - Above	0

FAMILY SIZE:..................................... ______

One adult / 2 or more children	8
One adult / 1 child	7
Two adult / 4 or more children	6
Two adult / 3 children	5
Two adults/ 2 children	4
Two adults/ 1 child	3
Two adults/ o children	2
One adult/ 0 children	1

PRESENTLY RECEIVING FUNDING FROM OTHER AGENCIES... ______

Pell Grant	5
Job Training Participation Act (JTPA)	5
Texas Rehabilitation Commission (TRC)	5
Texas Employment Commission (TEC)	5
Texas Department of Human Serices (AFDC)	5
Veterans Administration (VA)	5

WAITING PERIOD:.................................. ______

July - Oct., 1992	4
Nov. - Feb., 1993	3
Mar. - June, 1993	2

TOTAL: ______

August 12, 1992

TO: TURNING POINT Participants
Vocational Instructors

FROM: Allen Boehm, Vice President

SUBJECT: Child Care Reimbursements
1992-1993 Funding Year

Due to policy changes for the 1992-1993 funding year, child care reimbursements will be subject to the following criteria:

1. Completion of the Turning Point Program.
2. Presentation of PAID receipt from licensed or registered day care center.
3. Reimbursement to be actual cost NOT TO EXCEED $40.00 PER WEEK PER CHILD.
4. Effective date of this policy change is SEPTEMBER 1,1992.

HILL COLLEGE

The Heartbeat of Central Texas

P.O. Box 619 • Hillsboro, Texas 76645 • (817) 582-2555

TURNING POINT PROGRAM
Sponsored by HILL COLLEGE

REQUEST FOR TRANSPORTATION REIMBURSEMENT

NAME ______________________________ SS# ______________

Address ______________________________

City ____________________ State ____ Zip __________

Name of vocational program that you are enrolled in __________

Date enrolled __________ Estimated date of completion ________

Date of completion of Turning Point Program ______________

Mileage from home to school __________ x 2 = roundtrip __________

Mileage from school to clinical studies (if applicable) ________
x 2 = roundtrip to clinicals ______________

Date	MON	TUE	WED	THUR	FRI	TOTAL
Weekly Mileage						

Payment formula:

Miles per week ________ x rate of $ .12 = __________

x _____ weeks = monthly total ______________

Verification

I certify that the above mileage is true and correct. I understand that penalties are provided for willful misrepresentation to obtain funds to which I am not entitled.

______________________________ Date __________
Student signature

Approved by:

______________________________ Date __________

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Special Services Project

History of Program

Howard College has and will continue to make available a variety of instructional and support resources. These resources include student developmental services of counseling, financial aid, testing, placement, tutoring, developmental studies, and other special services.

Goals

The proposed objective of this project is to continue the provision of dependent care to displace homemakers, single parents, and single pregnant women enrolled or planning to enroll at Howard College.

Impact

The project will assure equal access to vocational programs and make preparatory services and training more accessible to this target population by providing child care. The project will provide single parents, displaced homemakers, and single pregnant women the opportunity to attend college classes by reducing some of the outside problems this population generally faces when beginning or returning to college.

Number/Roles of Staff Involved

Child Care Advisor to provide:

- dependent care services, transportation services, assistance with needed supplies, books, and materials
- basic life skills training, parenting seminars, career guidance and counseling, agency referrals, assistance with financial aid applications, and transportation coordination.

Characteristics of Students Participating in Programs

The student population is made up of students who are in need of remediation, those who are working part-time jobs while in retraining, unemployed persons, single parents, homemakers who need training to enter the workforce, and persons who are retraining to make career changes.

Outside Recognition

What Makes the Program Unique and Effective?

This program gives the student an opportunity to reach their goals and complete an education that they might have otherwise missed.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 2500
Continuing Education (Non-Credit): 94
Number of Students Served (SP/DH/SPW): 636

1001 Birdwell Lane
Big Spring, Texas 79720

Contact: Steve Smith
(915) 264-5020

Services to Special Populations

The Special Services Office offers programs and support services to assist students in overcoming obstacles to education. Populations served include:

- Adult Students - Occupational/Technical Majors
- Students with disabilities
- Students who need remediation
- Students who need financial assistance
- Single parents
- Displaced Homemakers
- Students who have limited English proficiency

Disability Services

Howard College/SWCID is an "open door college" to disabled students who have a high school diploma or General Education Development Certificate. The services below are available for disabled students:

- Registration assistance
- Readers for blind (SWCID)
- Interpreter services (SWCID)
- Note takers
- Campus helpers
- Tape recorders
- Information and referral
- Special parking provisions
- Special equipment

Extended services are available to students who are pursuing an occupational technical program. These services may include necessary equipment adaptations, modifications or added services needed by the disabled student in the classroom.

Support Services

Supplemental services for special needs students are organized and provided through a vocational support system designed to serve all special needs students including the disabled, disadvantaged, and limited English proficient students. The Special Services Department will enhance the supplemental vocational support system by providing:

- Vocation interest and aptitude assessment
- Individualized program planning
- Specialized formal/informal career counseling
- Child care assistance
- Transportation coordination
- Tutorial Coordination
- Supplemental remedial instruction
- Assistance for limited English students
- Provide readers, interpreters
- Provide basic life skills training
- Support center from which supplemental/ additional activities radiate
- Assistance with completion of college admission forms
- Referral information on local social service agencies
- Non-traditional career information
- Textbook lending library

Eligibility for services is determined by the Special Services Department.

Student Services Available

Howard College is dedicated to making education as accessible as possible. For that reason, a comprehensive network of student services is available to all students. More information about each of these services is available through the College Catalog:

- Financial Aid
- Faculty Advising
- Guidance and Counseling
- Testing
- Special Services

For More Information

Contact the Special Services Department, Howard College, 1001 Birdwell Lane, Big Spring, Texas, Practical Arts Building, Room 110, (915) 264-5020. Office Hours: 8 a.m. - 5 p.m., Monday - Friday. In San Angelo contact the Special Services Representative at Howard College at San Angelo, 3197 Executive Drive, San Angelo, Texas, (915) 944-9585. Office Hours: 8 a.m. - 5 p.m., Monday - Thursday and 8 a.m. - 3 p.m., Friday.

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, admission or employment policies.

Special Services Department
HOWARD COLLEGE
264-5020

ELIGIBILITY REQUIREMENTS FOR DAY CARE GRANT

1. You must either: be a single parent/displaced homemaker/disadvantaged and be presently enrolled in a vocational/technical area of study or, be enrolled in a vocational non-traditional program.

   a. A single parent is defined as an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has custody or joint custody.

   b. A displaced homemaker is an adult and has worked as an adult primarily without remuneration to care for the home and family, for that reason has diminished marketable skills and has been dependent on public assistance or on the income of a relative but is no longer supported by such income.

The following documentation is required to process your application:

1. Evidence that you are enrolled in a vocational program. (copy of receipt, degree plan, etc).
2. Copy of your letter of acceptance by department head for nursing students/Health Science programs.
3. Copy of your approval for Federal Financial Aid (Pell).
4. Completed child care application. (yours and day care's)

REQUIREMENTS FOR CONTINUED DAY CARE ASSISTANCE:

1. You must maintain at least a 2.0 grade point average.
2. Monthly child care amount is limited to no more than $200.00 per student.
3. You must REAPPLY EVERY SEMESTER by completing a new application.
4. Continued assistance is contingent upon receipt of Federal funds.

HOWARD COLLEGE
CHILD CARE ASSISTANCE APPLICATION

INSTRUCTIONS: Fill out each blank. Print legibly or type.

STUDENT INFORMATION

Student: ____
(Last Name) (First Name) (MI)

Address: ______________________________ (phone) __________

City: ____________________ State: TX Zip: __________

SS#: ______________ Semester: Fall Yr. 93

Major: ______________ No. Hrs. Enrolled: ______

Are you receiving Financial Aid? Yes No Pell Grant JTPA Loans
(circle each received)

CHILDREN INFORMATION:

No. of Children in Daycare: ______ Ages of Children: __________

Daycare Center (name): ______________________________

(address): ____

(city): ____________________ (phone): ____________________

How much money do you pay for child care? $_____ per day $_____ per week

---

PLEASE CHECK CATEGORY: I AM A SINGLE PARENT* ______________
I AM A DISPLACED HOMEMAKER** __________
I AM A NON-TRADITIONAL MAJOR __________
I AM A DISADVANTAGED STUDENT __________

I authorize the above referenced day care center to release information concerning day care for my children. I certify that all of the information given in this application is true.

Student/Parent Signature: ______________________________

Today's Date: ______________________________

*SINGLE PARENT: Unmarried or legally separated, and pregnant or having custody of minor child(ren).

**DISPLACED HOMEMAKER: Is an adult, and has worked as an adult primarily without remuneration to care for the home and family, for that reason has diminshed marketable skills.

Return to:
Margaret S. Trevino, Special Services Department
Howard College
1001 Birdwell Lane
Big Spring, TX 79720

CARL PERKINS
CHILD CARE ASSISTANCE
AWARD CONTRACT

I certify that I am eligible to receive the Carl Perkins child care assistance grant. I am a Single Parent or Displaced Homemaker and am enrolled in a vocational program. I agree to take the career interest and ability assessment test (COPS & CAPS).

I will give a copy of this award notice to my child care facility and Howard College has agreed to send payment to my child care provider shortly after the first of each month. After my grant payment is applied to my account, I accept responsibility for the balance (if any). Any refunds will be made to Howard College. This grant will continue contingent on funding.

I understand that payments will be discontinued if I have a poor attendance record, or withdraw from class.

SIGNATURE

DATE

BEST COPY AVAILABLE

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, or employment policies.

HOWARD COLLEGE

Child Care Facility Verification Form

(To Be Completed by Manager or DayCare Facility)

==

INSTRUCTIONS: Fill out each blank. Print legibly or type.

Today s Date: ____________________

Parent: ____
(Last) (First) (M)

CHILDREN INFORMATION:

No. of Children in Day Care: ______________________________

Name and ages of Children:

1. ____ Age __________
2. ____ Age __________
3. ____ Age __________

Days child(ren) will be attending daycare ____________________

Daycare Center:

(name) ____

(address) ______________________________ (city) ______________

(zip) ______________________ (phone) ________________________

List the amount and payment method used for care of the above children:

$__________ per day $__________ per week $__________ per month

The above information is true and correct, to the best of my knowledge.

Signature: ____

Title: ____

Return to:
Margaret S. Trevino
Special Services Department
Howard College
1001 Birdwell Lane
Big Spring, TX 79720

The dates for this application will be Jan. 15, 1992 through May 7, 1992

Special Services Department Referral

Date ____________________

Name ______________________________ SS# ____________________

Address ____________________________ Phone ____________________

Student Status:

Major ____________________ Hours Enrolled __________

Semester ____________________

The above student is being referred to the following agencies for services!

Agencies:

___	Department of Human Services	707 E. 3rd	263-7671
___	Job Training Partnership Act	501 S. Main	263-8373
___	Texas Rehabilitation Commission	Midland, TX	684-5719
___	West Texas Opportunities Inc.	1001 11th Place	267-9536
___	Adult Basic Education	1001 Birdwell	264-5016
___	H.U.D. City of Big Spring	(Boyd Carson)	263-8311
___	West Texas Legal Services		286-0647

Reason(s) for referral ____

____

______________________________ ______________________________

Student Signature Equity Coordinator

I understand that a copy of this referral form will be sent to the appropriate agency.

Student ______________________________

Students Attendance Report
Special Services Department

This attendance report must be completed for each student receiving benefits. Please mark a check by the date of each scheduled class meeting. Return this form to the Special Services Department office by the second day of the month. If a student has missed one week of class, Child Care Coordinator must be notified. If the instructor drops the student, the Special Services Department office must be notified immediately.

MONTH September

Class ________ ________ ________ ________

	Present	**Present**	**Present**	**Present**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

Each column represents a different class. Please have instructor check & initial after each class. (Ex. ✓mt)

This student has been dropped from my class.

____

____

____
Instructor's Signature

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, admission or employment policies.

STAR (Skills, Training & Adult Re-Entry)

➤ History of Program

This pre-vocational program is the result of several years of research and was implemented in the Fall of 1991. Three 15-week courses have been held since its inception.

➤ Goals

The goals are to provide a transition from the home into the world of work or college environment through extensive career exploration, basic skills assessment and training, study skills and life coping skills training, job readiness training and placement assistance. Support services are provided to all participants who need child care, transportation or employment while attending the course.

➤ Impact

The program assisted 50 people last year and an additional 20 are currently enrolled. Of the 50 who began the program, 31 completed and 18 enrolled in additional college training. These participants had a history of failure and are finally becoming self-sufficient.

➤ Number/Roles of Staff Involved

Four staff are involved. The Special Populations Officer provides support services and teaches life coping skills. The Special Populations Vocational Counselor teaches a goal setting course, provides motivational guest speakers, and career, academic and personal counseling. The Adult Resource Center Instructor is the primary teacher. She teaches all the basic skills instruction, job readiness training and career exploration activities. The Job Placement Specialist works with each participant who needs employment while attending the program, and also as they complete the program if they decide not to enroll at Kilgore College.

➤ Characteristics of Students Participating in Programs

Most are single parents/displaced homemakers. Almost all are on some sort of federal assistance. Few are high school graduates. Most are GED recipients. All have varying degrees of self-confidence that has kept them from succeeding.

➤ Outside Recognition

The program was highlighted in the Starlink teleconference in 1992. The program has been presented to several local organizations.

➤ What Makes This Program Unique and Effective?

STAR assists single parents/displaced homemakers in breaking down barriers that have hindered them from becoming self-sufficient. The program provides opportunities for academic and career success to women who may never have realized that it was attainable. The STAR staff provide a personal touch—they care about the progress of each participant. Their concern is reflected in the progress made by program participants.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 4,541
Continuing Education (Non-Credit): 4,242
Number of Students Served (SP/DH/SPW): 142

1100 Broadway
Kilgore, Texas 75662

Contact: Susan Atchley
(903) 983-8690

15-

STAR

Skills Training & Adult Re-entry

STAR is a fifteen week pre-vocational course to prepare individuals for college and employment. The course is non-credit, self-paced and is taught at the Adult Education Center four hours each morning, Monday-Friday.

The course includes:

- CAREER EXPLORATION AND DECISION MAKING
- EVALUATION OF CURRENT EDUCATIONAL LEVEL
- IMPROVEMENT OF BASIC SKILLS IN READING, WRITING AND MATH
- LEARNING HOW TO BECOME A BETTER STUDENT
- TIME MANAGEMENT, MONEY MANAGEMENT, CHILD MANAGEMENT, STRESS MANAGEMENT AND OTHER LIFE COPING SKILLS
- GOALS SETTING AND CONSTRUCTING POSITIVE SELF-CONCEPTS
- MOTIVATIONAL PRESENTATIONS GIVEN BY GUEST SPEAKERS
- SELECTION OF A KILGORE COLLEGE OCCUPATIONAL PROGRAM OR SELECTION OF AN OCCUPATIONAL PATH REQUIRING NO FURTHER COLLEGE EXPERIENCE
- JOB READINESS TRAINING (IF DESIRED) - LEARNING HOW TO WRITE A RESUME, HOW TO SUCCEED IN A JOB INTERVIEW, AND HOW TO KEEP A JOB
- JOB PLACEMENT ASSISTANCE (IF DESIRED) THROUGH THE KILGORE COLLEGE JOB PLACEMENT OFFICE AND THE TEXAS EMPLOYMENT COMMISSION

Support services such as personal and academic counseling, child care assistance, and transportation assistance are provided to allow the participants to successfully complete the course. Only a limited number of individuals are accepted into the program. If you are interested in more information, please contact Susan Atchley, Special Populations Officer, (903)983-8690. Funding for this program is provided by a grant from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

SEVE

Project Hours

Monday - Thursday
7:45 a.m. - 4:30 p.m.

Friday
7:45 a.m. - 4:00 p.m.

* * *

SEVE is a program designed to aid students in the selection and accomplishment of the completion of a career goal that has been traditionally reserved for someone of the opposite gender.

Any student interested in studying a non-traditional major listed should contact:

* * *

Deborah English
Special Populations
Vocational Counselor
Bert E. Woodruff
Adult Education Center
220 N. Henderson Blvd.
Room 110
Kilgore, TX 75662

(903) 983-8682
or
(903) 753-5783
Ext. 682

Special Populations Office
Kilgore College
1100 Broadway
Kilgore, Texas 75662-3299

NON PROFIT ORG
U S Postage
PAID
Kilgore TX 75662
Permit No 59

* * *

SEVE

Sex Equity in Vocational-Technical Education

* * *

KILGORE COLLEGE
Adult Education Center
220 N. Henderson Blvd.
Kilgore, Texas

SEX EQUITY IN VOCATIONAL - TECHNICAL EDUCATION

The following are the 11 facets of this program

- ❖ Recruitment and career information
- ❖ Career assessment and career counseling
- ❖ Student support groups and individual counseling
- ❖ Vocational equity club and special guest speakers
- ❖ Non-credit sex roles class
- ❖ Textbook lending library
- ❖ Individual tutoring
- ❖ Jobs Readiness Training
- ❖ Apprenticeships in the sophomore year
- ❖ Part-time employment on campus and job placement assistance
- ❖ Childcare and transportation assistance

The following majors are targeted to achieve equity for females:

Drafting
Electronics Technology
Industrial Technology
Corrosion Technology
Industrial Safety
Criminal Justice
Fire Protection Technology
Air Conditioning/Refrigeration
Automotive Mechanics
Diesel Mechanics
Machine Shop
Welding
Horology and Jewelry Repair
Computer Repair

The following majors are targeted to achieve equity for males:

Accounting
Office Administration
Fashion Merchandising
Cosmetology
Surgical Technology
Radiologic Technology
Nursing
Child Development
Legal Assisting
Office Technology
Licensed Vocational Nurse

❖ ❖ ❖

Kilgore College is an equal education/affirmative action institution.

❖ ❖ ❖

This comprehensive approach to the needs of the student with a non-traditional major will provide the support and encouragement to allow achievement of educational and career goals and eliminate many of the barriers which may have been obstacles to employment endeavors in the past. ❖

KILGORE COLLEGE
1100 Broadway • Kilgore, Texas • 75662-3299
Kilgore 903-984-8531

STUDENT CONTRACT FOR CHILD CARE SERVICES

Student: ______________________ SSN: ______________________

Child(ren): ______________________ Age: __________ Birthdate: ______________

______________________ __________ ______________

______________________ __________ ______________

Day Care Center/Registered Home: ______________________________

Address, City, State, Zip: ______________________________

Contact Person: ______________________ Telephone: ______________

I UNDERSTAND that in accepting the child care assistance provided by Kilgore College Support Services Program that I am agreeing to the following:

1. to be enrolled full-time in one of Kilgore College's priority programs. My official major as indicated in the Registrar's Office is ______________________.
2. to maintain a cumulative 2.0 grade point average.
3. to provide the Special Populations Office with a copy of my class schedule by the third class day.
4. to notify the Special Populations Office of any changes in my class schedule or major.
5. to abide by the rules and regulations of the caregiver.
6. to pay the costs of any care required for my after-school children, including inservice days and other days that I am in school and my children are not.
7. to make my own arrangements for child care with the center or registered home of my choosing. If I have any problems, I must notify the Special Populations Office before making any change in caregivers.
8. to give a two week notice to the caregiver and the Special Populations Office if I choose to change caregivers.

I UNDERSTAND that I will be responsible for any expenses the caregiver charges between semesters to hold a space for my child(ren) while the College is not in session.

I UNDERSTAND that Kilgore College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child(ren) have excessive absences. The caregiver will notify KC of attendance.
3. will review the continuation of child care services each semester.

I UNDERSTAND that KC does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

I UNDERSTAND that child care assistance is not available past June 30, 1993, and that I must reapply July 1, 1993, for services for the 1993-94 school year.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I UNDERSTAND THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE THAT I AM RECEIVING.

______________________ ______________________

STUDENT'S SIGNATURE SPECIAL POPULATIONS OFFICE

DATE: ______________________

Kingwood College

Life Skills Center

History of Program

First was Women's Center then changed name to Life Skills Center at the Coordinating Board's mandate in 1988. At this time, began outreach to males and females enrolled.

Goals

1) To assist students with financial needs and provide other support (counseling, etc.), enabling them to stay in school.
2) Work with C.E. Department and short-term classes.

Impact

Direct impact in assisting SP/DH to stay or enroll in school due to financial assistance. Additionally, provides support services and works with JTPA and Occ-Tech students involved in skills training.

Number/Roles of Staff Involved

1 Counselor/Coordinator (4 years, male, currently not employed since grant not refunded for 1992-1993)

½ Secretary

Characteristics of Students Participating in Programs

Single parent/displaced homemaker age averages 28 years with two children. Enrolled in one year certificate vocational programs, especially LVN and OFAD.

Outside Recognition

Yes, newspaper articles written. AAUW Chapter in area recognition.

What Makes This Program Unique and Effective?

Counseling support, peer support and workshops/seminars. Works with career specialist for placement and augments JTPA services.

✓ Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,300
Continuing Education (Non-Credit): 2,300
Number of Students Served (SP/DH/SPW):

20000 Kingwood Drive
Kingwood, Texas 77339

Contact: Sondra Whitlow
(713) 359-1662

SINGLE PARENTS - SINGLE PREGNANT WOMEN - DISPLACED HOMEMAKERS

LIFE SKILLS CENTER

The Life Skills Center of North Harris Montgomery Community College District, at Kingwood College, provides support services and life coping skills training to Technical/Vocational program students who are Single Parents, Single Pregnant Women and/or Displaced Homemakers. The objective of the Life Skills Center is to, through the provision of financial support, specialized support services and life skills training, improve access to preparatory academic courses and technical/vocational education for single parents, single pregnant women and displaced homemakers. Life Skills Center's support programs provide financial assistance for daycare, books, equipment, uniforms, transportation and emergencies. The Center also offers life skills classes, seminars, and workshops, as well as, support groups, group counseling and individual counseling.

Furthermore, toward providing supplemental academic support, the Life Skills Center maintains reciprocative linkages with Counseling, Continuing Education, Developmental Studies, and Academic Development departments.

In providing support services/life coping skills, the Life Skills Center's policies, procedures, and processes ensure that the methods and resources utilized to assist single parents, single pregnant women and displaced homemakers address their problems and needs immediately and to their greatest benefit.

The Life Skills Centers's "Support Services & Life Coping Skills" model is based on two characteristics of the life span/human development concept:

(1) That the difficulties and the problems single parents, single pregnant women, and displaced homemakers present are of the nature of continuous growth and change, and, are best addressed through educative counseling, advocative actions, processes, and systems.

(2) That the difficulties and the problems single parents, single pregnant women and displaced homemakers present are not considered by definition pathological but, in fact, viewed as being moments of crises that can lead to development and growth. In fact, the single parents, single pregnant women, and displaced homemakers who are contemplating enrolling in or are enrolled in technical/vocational programs are positively responding to the crises in their lives. The intervention model of the Life Skills Center can not, entirely, prevent future crises -but it does teach/prepare single parents, single pregnant women, and displaced

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homemakers in such a way as to create a personal wisdom, a greater self-worth and self-actualizing commitments among them to better deal with life's challenges.

Toward this end, the Life Skills Center develops and provides the single parents, single pregnant women, and displaced homemakers a comprehensive/connecting/holistic body of support services and life coping skills education so that they are able to:

LEARN more about areas of immediate interest, as well as, explore the wide range of options available in academics, in vocational and applied technology fields, as well as in traditional and non-traditional careers

UNDERSTAND the holistic world view of becoming a socially responsible professional in obtaining a liberal education while pursuing vocational/technological/professional training

EXPLORE sociological, psychological, theological, legal, economic, and political matters affecting them as a distinct social group

DEVELOP insights and perspectives to broaden conceptual boundaries in many respects.

SEEK a good life well understanding the obligation toward the commitment of time and resources and the application of physical energy and creative and critical thought

BECOME empowered in having acquired an intellectual structure to utilize to make wiser life decisions

Yezdi Rustomji, M.S., R.T.
Coordinator/Counselor
Life Skills Support Center
(713) 359-1622

LIFE SKILLS CENTER

KINGWOOD COLLEGE

STUDENT RESPONSIBILITY AGREEMENT

Important

You have assumed the responsibility to complete your academic objectives as a qualification for LSC assistance. You are expected to attend classes, and participate fully in the learning process. Therefore, you may be required to attend Life Skills development workshops, orientations, seminars and undergo assessments, evaluations, testing, as well as, counseling-if deemed necessary for your academic success and your personal wellbeing.

1. Upon dropping or completing classes, any books or any other items purchased for the classes with an LSC grant, MUST BE RETURNED TO THE LSC STAFF, (NOT TO THE BOOKSTORE)!

2. Purchases made for a particular major must be a required or recommended purchase for that specific major/subject; i.e., you may not major in Data Processing and buy Real Estate books, unless you are taking a real estate course as well.

3. If you purchase a set of tools or other expensive supplies and drop out of the program, you MUST RETURN EACH TOOL/ITEM PURCHASED to the LSC STAFF. Appropriate action will be taken against individuals who do not comply with this request.

4. LSC must be provided with or authorized to receive a copy of your semester grades.

Please remember that public funds are being spent to provide you with assistance. We ask that you use this program honestly and wisely.

If you have questions, concerns, or suggestions call us at 359-1622.

Participant Date

LSC Signature Date

Copy to Student

LIFE SKILLS CENTER
KINGWOOD COLLEGE

North Harris Montgomery Community College District

Eligibility Requirements To Apply for Day Care Service

Once eligibility requirements have been determined by the Life Skills Center a recipient of daycare services funding must:

1. Make application for day care services at the Life Skills Center.
2. Be a full-time student at NHMCC.
3. Continue to be enrolled as a student at North Harris Montgomery Community College District for the full duration of the course work undertaken.
4. Maintain a cumulative grade point average of 2.0 or above. (Failure to maintain a 2.0 GPA will result in placement on a probationary status). Continued failure to meet the required GPA will result in ineligibility for participation in daycare services.
5. Must attend class on regular basis and must have attendance forms signed by instructors.
6. Provide a signed letter of verification from the child care facility to the Life Skill Center.
7. Agree to pay daycare center for any charges, above the amount to be paid by NHMCCD's Life Skills Center Support Services, and for any time a child is absent from the daycare center.
8. Abide by rules and regulations of the daycare center you have chosen.
9. Enroll child only in a registered family day home or licensed daycare center.
10. Daycare payments will be made not to exceed a maximum rate per child determined by NHMCCD's limit per family.

North Harris Montgomery Community College District does not discriminate with regard to race, color, religion, sex, national origin, age or handicap. North Harris Montgomery Community College District is an equal opportunity employer and educational institution.

SIGNATURE ______________________

DATE ______________________

MAXIMUM AMOUNT ______________________

1C-

KINGWOOD COLLEGE
LIFE SKILLS CENTER

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

STUDENT CONTRACT FOR DAYCARE SERVICES

I ______________________________, fully understand that:

1. I must remain a qualifying full-time student, or obtain permission to participate as a part time student, at North Harris Montgomery Community College District (NHMCCD) while my child is attending the daycare center.
2. NHMCCD does not guarantee a continuation of the daycare payment and payment is subject to cancellation when funds are no longer available or for other reasons.
3. Continued daycare payments are subject to review at any time by the Life Skills Center.
4. NHMCCD will not be held responsible under any circumstances for matters/disputes/accidents involving myself, my child, and the daycare service.
5. I further agree to bear any expenses incurred outside of NHMCC/LSC areas of responsibilities.
6. I agree to maintain a cumulative 2.0 grade point average.
7. I agree to obtain a "letter of agreement for payment for daycare" from Life Skills Center each semester that I'm requesting daycare services.
8. I agree to provide all documentation requested by NHMCCD.
9. I agree to attend class on a regular basis and to provide attendance forms weekly. LSC will not pay for the days the student (parent) is absent from college nor when the child is absent from its daycare program.
10. LSC reserves the right to determine how many children will be assisted per family.
11. LSC reserves the right to establish/change daycare payment rates at any time.

SIGNATURE ______________________________

DATE ______________________________

MAXIMUM AMOUNT ______________________________

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KINGWOOD COLLEGE
20000 Kingwood Drive, Kingwood, TX 77339

name
address
city, *state* *zip*

This is to confirm that, *student*'s child(ren), *child* will be eligible for subsidy from the Life Skills Center, for child care costs at your daycare while enrolled in courses at North Harris Montgomery Community College District.

LSC will provide this subsidy only for the hours/days as agreed to below by LSC and *student*, June 1, 1992 and ending June 24, 1992. **ALL BILLING MUST BE RECEIVED BY THIS DATE, AS WELL.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	WEEK'S TOTAL
$14.80	$14.80	$ 14.80	$ 14.80	$ 14.80	$ 0.00	$ 74.00

Furthermore, you should be aware that despite the above daycare subsidy agreement between *student* and the Life Skills Center the student will not receive subsidy payments from LSC if the student is absent from college and/or the student's child(ren) are absent from your daycare facility per the daycare subsidy/schedule above.

The Life Skills Center, the Carl D. Perkins Grant and the North Harris Montgomery Community College District will be liable for payment of the amount agreed above, for the time period above, or the proportionately lesser amount when the student and/or the student's child(ren) has been absent from either program. The Life Skills Center also reserves the right to terminate all subsidy to the student for any reason it deems necessary and at any time without any liability for payment to your daycare program. Finally, any and all agreements entered into by *student* and your daycare program pertaining to childcare for *child* does not bind the Life Skills Center, the Carl D. Perkins Grant, or the North Harris Montgomery Community College District to those agreements, and therefore, *student* only is liable for any and all agreements entered into with your daycare program.

You will find attached our billing form. Please fill it out accurately and completely for payments requested by **June 24, 1992.** Your bill for services must be received by this date at the Life Skills Center, Kingwood College, 20000 Kingwood Drive, Kingwood 77339.

If you need further information please call Yezdi Rustomji at 359-1622 or Dorothy Tucker at 359-1660. Thank you.

Sincerely,

Yezdi Rustomji
Coordinator, Life Skills Center

YR/dt

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Lamar University Institute of Technology

Single Parent Equity—Today's Reality, Tomorrow's Future

History of Program

Started seven years ago as Women's Support Services then changed to Student Support. In 1991-92, changed to Single Parent Equity. Served 480 single parents and displaced homemakers in 1992. Work with Department of Human Services, GED Adult Education Program and HUD.

Goals

To provide support services, counseling and advisement for single parents, homemakers and displaced homemakers. To provide occupational training and developmental training. Parenting classes and support groups, child care, lending library and transportation also provided for income appropriate students.

Impact

Work experience provides income and work experience for students in program. Graduates are placed in community businesses and industries. Graduates are employed and off the welfare roles.

Number/Roles of Staff Involved

1 Project Director serves as counselor and director

1 19.5 hours per week work experience student as assistance in office

Characteristics of Students Participating in Programs

Primarily single parents with one to six children. They are usually on AFDC and food stamps and receive Pell grants. Participants are 20-43 years of age. Homemakers and widows are also served.

Outside Recognition

Block Grant for $8,000 for parenting and after school care.

What Makes This Program Unique and Effective?

Counseling, mentoring and support groups. The childrens/parenting program was very effective in providing temporary and emergency care for single parents' children. Non-traditional work experience students were allowed in an interim program newly formed at Mobil for the summer. The Process Operators program have five female students and is growing rapidly.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 1,370
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 249

P. O. Box 10043
Beaumont, Texas 77710

Contact: Nancy Davis
(409) 880-8190

CHILD CARE GUIDELINES 1992

The following guidelines for child care assistance will be in effect as of April 1, 1992.

1. Applicant must be enrolled in 2-year technical degree program or a certificate program.

2. Single parent families will receive priority, but families with both parents will be considered if the family meets Department of Human Resources income guidelines for the economically disadvantaged and one parent works during the time the other parent attends classes. Extended families will not be considered unless all adult members of the family are at work or school while the parent is in class. Extended families must meet guidelines on a household basis.

3. You must provide documentation of annual income for your household. A copy of the form 1040, 1040A, or 1040EZ from the previous year including each member of your household must be attached to the application. If you are also receiving any scholarship, other grants, or work/study allocations, a copy of your notification of award letter for the current semester must be attached.

NOTE: APPLICATIONS WITHOUT THIS DOCUMENTATION WILL NOT BE PROCESSED AND WILL NOT BE ELIGIBLE FOR CONSIDERATION UNTIL THIS INFORMATION IS PROVIDED.

4. 2.0 Grade Point Average or better from course-work applied to degree plan is required.

5. Applicant must be enrolled on either a part-time or full-time basis. Priority will be given to full-time students. Child care will be provided for a maximum of 4 long semesters (unless there are extenuating circumstances which require 1 additional semester). A copy of your class schedule for the semester applying must be attached to your application.

6. Children will be placed in the Early Childhood Development Center at Lamar or in a community center identified as appropriate by Special Services Coordinator.

After consideration of those applicants meeting the above guidelines, those applicants meeting all but one of the criteria will be examined and approved if there are funds available.

For those parents receiving child care assistance, the following will be in effect:

- If course-load drops below full-time level, payment of child care will be discontinued until a full-time level is again attained.
- Grant will pay for child care ONLY for weeks parent is attending classes.
- Grant will only pay minimum weekly tuition for those children at Lamar University Early Childhood Development Center. The parent will be responsible for OVERTIME. The parent will also be responsible for tuition during any time the center charges an hourly fee such as the last two days of finals.

INCOME GUIDELINES FOR ECONOMICALLY DISADVANTAGED FAMILIES

Family Size	Monthly Gross Income
2	$ 802
3	$1,008
4	$1,214
5	$1,420
6	$1,625

In families with more than six members, add $206. for each additional family member.

____________________________ __________

Signature Date

Program catapults students to success

By PATRICK N. GRAVES
Staff writer

Lamar University-Beaumont's Institute of Technology is into recycling — not cans or paper, but people.

Nancy Davis directs the institute's Single Parent and Equity Programs, bureaucratic names for unique services designed to jump-start non-traditional students back into the educational process.

The end is to enable single parents and those interested in careers dominated by the opposite sex to prepare themselves for the changing job market.

To hear the participants talk, the means are almost humanitarian. Most of the eight women interviewed said they would not be in college without the program.

"It's meant going to school or not," said Michele Empson, 27, of Deweyville. "Because of this I'm not a welfare mom," Empson declared proudly. "Because of this I'll never be a welfare mom."

Empson, a single mother receiving no child support, commutes daily in an 11-year-old car.

She is one of five students working part time minimum-wage jobs arranged through the program, giving her much-needed scheduling flexibility and income to supplement the grant and loan that pay for her schooling and living expenses.

She is looking for a job as a process operator after graduation.

"Most people want to get off welfare," said Judy Cariker, 27, of Beaumont. "It's tough to better yourself because every time you get down the welfare system cuts you off. It's been hell the past six years. This is the only way out."

For example, welfare officials denied Molly Martin Aid For Dependent Children (AFDC) because she had a car — junked and inoperative — at her residence.

For Tana Long, 27, of Jasper, the program means her parents don't have to spend their money to help her.

> "Most people want to get off welfare. It's tough to better yourself because every time you get down the welfare system cuts you off. It's been hell the past six years. This is the only way out."
>
> **Judy Cariker, student**

Cariker tried to enroll in the program a year ago, but gave up out of frustration with the financial aid office.

She and other students indicated that Lamar can be a scary, intimidating place for the uninitiated.

"They need someone to open the door and show them the way out," Cariker suggested. "They need more people like Nancy Davis to open up the system and get people through it."

For these women, some of whom have been out of school as many as 20 years, Davis is Mother Teresa, Gloria Steinem and Margaret Thatcher all rolled into one.

"Nancy Davis took me under her wing and treated me like a daughter," said Gail Blackmann, 30, Davis' student assistant. "She'll carry you on her back before she'll let you give up."

Two years ago, Blackmann and her children were homeless, living in a tent on the Galveston Island beach before authorities forced them to move.

They took up residence in an abandoned building. She was receiving $226 a month in AFDC when the Texas Department of Human Services referred her to Davis.

Enterprise/Dave Ryan

Director Davis holds Jane Blackmann, daughter of Gail Blackmann, student assistant.

After a year in the Single Parent Program, Blackmann is buying a home, and all of her children are either in school or daycare.

"It took me five years to be convinced there was a way up and out," Blackmann said. "It's only by the grace of Nancy Davis I'm here."

Blackmann still has no transportation, so Davis gives her rides some days. "This program means so much to me because of what Nancy Davis means to me," she said, her voice quivering with emotion as tears well up in her eyes. "She's real special."

Indeed, Davis fills many roles in the lives of the hundreds of students with whom she works: academic adviser, career counselor, childcare facilitator, red tape cutter, coach, mentor, encourager, friend.

Her program provides assistance with these students' special needs, such as child care, time and money management, financial aid assistance (but not money), study habits, learning resources and, perhaps most important, confidence and self-esteem.

Many of her charges are guilt-ridden and stigmatized by the label "dropout" because they did not finish their education, Davis explained.

Her goal is to give them the opportunity to develop their talents once they have overcome their fears.

Davis, who earned bachelor's and master's degrees in education, has more than an academic interest in their growth.

"I was a single parent with three kids," she explained. "I went to college on my own; it took me 10 years. I had no benefits, no help, no financial aid (she was unaware of it), no outside support."

Davis' program sponsors workshops on issues affecting single-parent students and arranges mentoring with faculty members.

The students themselves constitute an informal support group, and many of them with school-age children study with their kids.

"My son helps me in math," admitted widow Nettie Holmes, 43, of Beaumont. Donna Simmons, 28, of Beaumont said her 8-year-old son, Charlie, writes her notes of encouragement.

Acceptance on campus by more traditional students is not a problem for most of them, although the age difference can be awkward.

"The first time I was called 'ma'am' I didn't care for it," said Brenda Cox, 38, of Beaumont. "I said, 'Look, sonny, I'm not that old.' "

Cox, who is studying business data processing, admitted that she and many of her fellow female students thought all they were supposed to do was go to high school and have babies.

She added, "I want to get where I don't have to depend on anyone but myself and not a man, or worry if he's going to walk out on me."

Davis, who has yet to walk out after six years, said giving something back to society, not saving the world, is her priority.

"We have to exercise our brains like muscles," she observed. "You get a headache at first, but you'll grow."

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NEEDS ASSESSMENT QUESTIONNAIRE
LAMAR UNIVERSITY - COLLEGE OF TECHNICAL ARTS

NAME ____________________________________ SOCIAL SECURITY NUMBER ________-_____-________

Last First I

Some of the following information is required by Federal Law to obtain information about students who have special needs. While the answers are voluntary, your participation could be of benefit. If you qualify for additional services, then you will be contacted.

Yes ___ No ___ Do you have a handicap or disability which affects your ability to see, hear, walk, talk, breathe, write, learn or to care for yourself?

Yes ___ No ___ Are you a single parent?

Yes ___ No ___ Do you need child care?

Yes ___ No ___ Do you have limited English ability? (Another language spoken in the home, English not native tongue, or born in another country.)

Yes ___ No ___ Have you been a homemaker? (Without marketable skills)

Yes ___ No ___ Do you or could you qualify for financial aid?

Yes ___ No ___ Do you believe a tutor could help you maintain a "C " average or better in your classes?

Yes ___ No ___ Would you benefit from special counseling?

Yes ___ No ___ Do you have a transportation problem?

Lee College

Project Leeway for Single Parents

➤ History of Program

New 1992-93 Perkins Discretionary grant. Program began Fall Semester 1992 with 20 single parents.

➤ Goals

1) To prepare single parents to enter a vocational/technical program of study (basic academic skills, career assessment, exploration and goal setting).
2) To support them in their college work (self-esteem building, tutoring, child care and textbook assistance, etc.).
3) To prepare them for the world of work (workplace readiness).

➤ Impact

This population has very low retention and graduation rates in college. To improve this, students will be provided a great deal of support in the first semester of college to assure success and confidence. Second semester will provide limited support to encourage independence. Third semester students should be ready to achieve on their own.

➤ Number/Roles of Staff Involved

Four staff members involved:

1 Project Coordinator (10%) - Oversees project and assures funding.
1 Project Assistant Coordinator (50%) - Recruits and works with students. Assures activities are in place.
1 Counseling Advisor (25%) - Teaches college study skills, counseling (academic and personal).
1 Instructor (20%) - Workplace readiness and one-to-one tutoring.

➤ Characteristics of Students Participating in Programs

Single parents, low income, requiring remedial work in at least two academic areas (math, reading and/or writing), first time ever in college.

➤ Outside Recognition

Too new.

What Makes This Program Unique and Effective?

The program's structure (parenting forums, career exploration, small group tutoring, and workplace skill development) has led to student success and to them becoming their own support group. Program has seen a 90% retention rate.

Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 5,511
Continuing Education (Non-Credit): 1,135
Number of Students Served (SP/DH/SPW): 60

P. O. Box 818
Baytown, Texas 77520-4796

Contact: Sally Griffith
(713) 425-6822

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1992-1993

ABSTRACT PAGE

Project LEEWAY for Single Parents will promote and facilitate access to vocational/technical education and training at Lee College for single parents, displaced homemakers, and single pregnant women. This target population, a population that has increased rapidly during the past two decades, are seeking training and services from local community colleges in ever increasing numbers.

Project LEEWAY for Single Parents is a comprehensive, community college, model program which will directly assist single parents, displaced homemakers, and single pregnant women gain access to vocational education programs through three program components: (1) basic academic skills upgrading, (2) workshops and courses which address personal and career development, and (3) student support services such as child care, textbook, and transportation assistance, financial aid resource identification, and tutoring.

This program will provide gravely needed resources to the target population which reside in Baytown and outlying communities where 38% of the school population lives under poverty (local school districts information) and where there are 2650 active AFDC families.

Project LEEWAY for Single Parents will, if funded, be operational for Fall and Spring semesters 1992-93. An advisory committee consisting of community representatives will be selected and in place prior to program implementation. The project director will be hired by July 10, 1992 to begin recruitment of 20 program participants.

Program activities (academic classes, courses, and workshops for personal and career development, assessment of student needs, and support services) will be implemented Fall 1992 semester. Process evaluation will be conducted throughout the length of the project.

During Spring semester 1993, project staff will continue to monitor student progress, conduct weekly workshops, provide academic and personal counseling and tutoring, and maintain student support services.

A final evaluation and project manual will be provided by the project director by June 30, 1993

Specific goals and objectives of this program are:

GOAL: 1 ASSESSMENT AND GOAL SETTING

Through testing, group workshops, and individual counseling, participants will develop a personal career goal, will conduct a self assessment of individual needs (academic skill development, workplace readiness, vocational training, and support services), and will develop a written plan to meet their goals.

OBJECTIVE: 100% of program participants will have developed a written career plan by December 1992.

GOAL: 2. BASIC ACADEMIC SKILLS

Participants will improve basic academic skills in preparation for entry into vocational/technical programs.

OBJECTIVE: 80% of program completers will improve basic academic skills (reading, writing, and math) two grade levels or to a 10th grade competency by May 1993.

GOAL: 3. CAREER EXPLORATION

Participants will have opportunities to explore both traditional and non-traditional careers and interact with role models, especially women employed in emerging job fields.

OBJECTIVE: 100% of participants will attend at least 10 workshops focused on career exploration.

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1992 - 1993

GOAL: 4. SELF-ESTEEM BUILDING

Participants will be provided a supportive environment and participate in activities to build self-awareness and self-confidence.

OBJECTIVE: 100% of participants will attend at least 5 workshops focused on self-esteem and goal setting.

Through a nationally normed self-esteem assessment and self report, 80% of program completers will show increases in self confidence and readiness to enroll in a vocational program.

GOAL: 5. WORKPLACE READINESS

Participants will improve workplace readiness skills of self-management, problem solving, and teamwork.

OBJECTIVE: As measured in pre- and post-tests, 100% of program completers will show improved skills in work attitudes, problem solving, and general employability.

GOAL: 6. STUDENT SUPPORT AND RETENTION

Participants will be provided needed support services (financial aid resource identification, childcare, textbook, and transportation assistance, and tutoring) so that they can pursue vocational/technical training.

OBJECTIVE: At least 75% of the participants will successfully complete program before the end of the Spring 1993 semester.

GOAL: 7. STATEWIDE DISSEMINATION

Information on **Project LEEWAY For Single Parents** program design, implementation strategies, and results will be compiled into a project manual. Copies will be made available to other Texas community colleges interested in replicating the program.

OBJECTIVE: A project manual describing program design implementation, and results will be completed and printed by June 30, 1993.

What can Project Leeway do for you?

Assistance completing financial aid applications

Financial assistance with childcare, textbooks, emergency transportation, and tutoring

Special enrollment and registration assistance

Personal career goal planning

Exploring many different careers and talking with people who work in those jobs

Building self-confidence and college study skills

PIO:7/92 SP

This brochure is provided by Perkins Equity funds

An Affirmative Action/Equal Opportunity Institution

Lee College
511 S. Whiting
Baytown, Texas 77520-4796

Project Leeway

for Single Parents

A program to help
you to succeed
as you enter college

You can become part of the skilled workforce

Returning to school and preparing yourself for a new job can be difficult, especially if you are a single parent. Lee College offers you a way to prepare for a new career while removing obstacles such as childcare and textbook expenses.

Project Leeway for Single Parents can offer you a way to improve your basic academic skills and help pay those expenses that make returning to school so hard on your family budget.

You will find a friendly staff at Lee College who are eager to provide personal support and registration assistance. You'll also be given special assistance in obtaining financial aid to help pay tuition and other fees.

And to help you choose the right career path, Project Leeway will give you a chance to explore all the possibilities available to you.

Lee College has a variety of technical-vocational programs that can give you the needed job skills valued by employers.

Are you eligible?

Are you one of the following?

- A single parent
- A displaced homemaker — a homemaker forced to re-enter the workforce due to the loss of family income
- A single pregnant woman

Do you have a low to moderate income?

Do you need to improve your basic academic skills, such as reading, writing and math, before pursuing a career?

Who should you contact?

If you would like to attend college but are afraid you lack basic academic skills and know you lack the finances, the Special Populations Office on the Lee College campus may be able to help you; call 425-6846 to see how they can assist you.

Contact Donna Welch (425-6463) or Laura Yepez (425-6846) for help with Project Leeway.

For More Information:

Lee College	713-427-5611 or 1-800-759-5533
Admissions Office	425-6393
Counseling Center	425-6384
Financial Aid	425-6389

McLennan Community College

Family Sufficiency Program

➤ History of Program

This program began September 1992 with the Waco Housing Authority and provides counselors for AFDC clients who are eligible for housing assistance. These clients are matched with Waco Independent School District teachers, administrators, and counselors who are completing their counseling component of their reality therapy certification process under supervision. Clients meet weekly with counselors and monthly with a dinner support group hosted by a local church. The church provides the meal, nursery, and supervised children's activities.

➤ Goals

To gain marketable skills and get off welfare.

➤ Impact

To reduce number of persons on welfare and enhance the lives of their family members.

➤ Number/Roles of Staff Involved

Total of three staff involved in supervision of counselors, tracking and follow up of all clients for five years.

➤ Characteristics of Students Participating in Programs

All clients are single parents and must be enrolled in a GED program, preparing for enrollment in college, or be enrolled in college.

➤ Outside Recognition

Newspaper and television coverage.

➤ What Makes the Program Unique and Effective?

First program in this area combining the services of housing authority, Department of Human Services, volunteer counselors and McLennan Community College student services. This is networking at its finest.

Urban Suburban Rural
Number of Students Enrolled, Fall 1992:
Credit: 6,112
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 661

1400 College Drive
Waco, TX 76708

Contact: Marylea Henderson
(817) 750-3591

McLennan Community College

Mentoring Program/Friend to Friend

- **History of Program**

  Program began in February 1991, initiated by Central Texas Women's Alliance, with the training of 18 mentors from the Waco community.

- **Goals**

  The program is designed to provide encouragement to AFDC recipients and displaced homemakers who are committed to securing an education that will provide a good job in today's labor market, thus getting them off welfare.

- **Impact**

- **Number/Roles of Staff Involved**

  Approximately four hours per month for each volunteer is required for the year's commitment. Successful women in the community have volunteered for this year's project, and the program is currently being expanded to provide training for McLennan Community College faculty and staff to mentor all enrolled single parents who would like to have a mentor for encouragement.

- **Characteristics of Students Participating in Programs**

  AFDC recipients, single parents, displaced homemakers and equity students.

- **Outside Recognition**

  Newspaper and television coverage.

- **What Makes the Program Unique and Effective?**

  It brings together business and professional women in the community and at the college who want to fill in the gaps for services to women. It is patterned after Texas Works Together and promotes volunteerism for solving problems in our community.

Urban Suburban Rural
Number of Students Enrolled, Fall 1992:
Credit: 6,112
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 661

1400 College Drive
Waco, TX 76708

Contact: Marylea Henderson
(817) 750-3591

Successful Program Activity:
Client Support Services

- **History of Program**

  Beginning May 10, 1992 the Department of Human Services sent a full-time case manager for AFDC recipients enrolled or planning to enroll at McLennan Community College. This office is centrally located in the student center.

- **Goals**

  To provide easier access for AFDC clients, monitor students in a campus setting and further encourage them toward their graduation goal.

- **Impact**

  The number of clients has increased from 41 in May 1992 to 120 in December 1992.

- **Number/Roles of Staff Involved**

  Department of Human Services Staff - 1½.

  Secretarial Assistance provided by Special Services.

  One part-time person will be added in January 1993.

- **Characteristics of Students Participating in Programs**

  AFDC clients.

- **Outside Recognition**

  Recognition will be given at completion of semester.

- **What Makes the Program Unique and Effective?**

  Provides an additional support system on campus. Promotes networking with Department of Human Services.

FAll 1992
SPECIAL SERVICES
MCLENNAN COMMUNITY COLLEGE

SEMESTER PLANNING AND GOALS FORM

NAME______________________________ MAJOR_______________________ DATE_____________

THE PURPOSE OF THIS INFORMATION IS TO HELP YOU FOCUS ON YOUR ACADEMIC GOALS AND TO GIVE US INFORMATION TO GIVE YOU MORE EFFECTIVE SERVICES.

1. Did you reach your goal(s) for spring/summer semester 1992?
   ___yes ___no

   If no, what circumstances/situations occurred that kept you from achieving your goal(s)? ______________________________

   If yes, please list the persons, groups, services that assisted in helping you reach your goal(s).______________________________

2. What suggestions do you have that would have helped you? ______

3. What are your goals for Fall 1992?____________________

4. What can the counselors in Special Services do to help you achieve your goals?

166 GOALS1.DOC(8/3/92)

INFORMATION
MCLENNAN COMMUNITY COLLEGE
SPECIAL SERVICES

SPECIAL ASSISTANCE PROGRAMS FOR VOCATIONAL/TECHNICAL EDUCATION STUDENTS
FALL 1992/SPRING 1993

SINGLE PARENTS

REQUIREMENTS FOR FINANCIAL ASSISTANCE WITH CHILD CARE/TRANSPORTATION FUNDS.

1. Custody/joint custody of minor child
   Separated/divorced/unmarried/single pregnant woman

2. Demonstrate financial need as determined by application and Office of Financial Aid.

3. Enrolled full-time (12 hours) in vocational technical program.

4. 2.00 GPA required for returning students.

*****5. COMPLETED APPLICATION, SCHEDULE OF CLASSES, STUDENT AID REPORT, UNOFFICIAL TRANSCRIPT, SEMESTER PLANNING AND GOALS FORM, DEGREE PLAN AND INTERVIEW REQUIRED. NO INCOMPLETE APPLICATIONS WILL BE ACCEPTED. ACTUAL PROCESSING BEGINS AFTER COMPLETED APPLICATIONS HAVE BEEN SUBMITTED.

6. Provide monthly grade/attendance reports and child care invoices.

EQUITY/NONTRADITIONAL MAJOR

REQUIREMENTS FOR FINANCIAL ASSISTANCE WITH CHILD CARE AND TRANSPORTATION.

1. Enrolled full-time (12 hours) in a vocational technical program that is non-traditional for either gender, (i.e., male in nursing program and female in criminal justice program).

2. Demonstrate financial need.

*****3. COMPLETED APPLICATION, SCHEDULE OF CLASSES, STUDENT AID REPORT, UNOFFICIAL TRANSCRIPT, SEMESTER PLANNING AND GOALS FORM, DEGREE PLAN AND INTERVIEW REQUIRED.

4. Provide monthly grade/attendance reports and child care invoices.

MCLENNAN COMMUNITY COLLEGE
SPECIAL SERVICES

SINGLE PARENT/DISPLACED HOMEMAKER
PERKINS DISCRETIONARY FUNDS
1992-1993

PLEASE READ CAREFULLY AND INDICATE YOUR STATUS ACCORDING TO THE DEFINITION:

I. ***Displaced Homemaker*** means an individual who is an adult and

1. Has worked primarily to care for the home and family without remuneration and for that reason has diminished marketable skills

   OR

2. Has been dependent on public assistance or on the income of a relative but is no longer supported by such income

   OR

3. Is a parent whose youngest dependent child will become ineligible to receive AFDC (Aid for Dependent Children)

   OR

4. Is unemployed or underemployed and is experiencing difficulty obtaining employment or suitable employment.

5. Is described above and is a criminal offender.

II. Single Parent an individual who has custody of one or more minor children.

III. Single Pregnant Woman (expecting child).

IV. Sex Equity/non-traditional male or female enrolled in a vocational/technical program that is non-traditional for their gender.

STUDENTS MUST PROVIDE INFORMATION TO DOCUMENT FINANCIAL NEED SUCH AS:

- PELL GRANT
- AFDC
- FOOD STAMPS
- MEDICAID
- UNEMPLOYMENT BENEFITS
- CHILD SUPPORT

I CERTIFY THAT THE ABOVE INFORMATION IS TRUE.

____________________ ________________________________
DATE SIGNATURE

SERVICES WILL BE COORDINATED WITH DEPARTMENT OF HUMAN SERVICES, CCMS, AND JTPA TO AVOID DUPLICATION OF FUNDS.

CP:INFOSP.DOC(7/30/92)

MCLENNAN COMMUNITY COLLEGE
SPECIAL SERVICES

SEX EQUITY PERKINS DISCRETIONARY FUNDS
1992-1993

WHO IS ELIGIBLE?

STUDENTS ENROLLED IN A NON-TRADITIONAL PROGRAM FOR THEIR GENDER WHO HAVE GREATEST FINANCIAL NEED. THIS INCLUDES SINGLE PARENTS, SINGLE PREGNANT WOMEN, DISPLACED HOMEMAKERS, MALES WHO ARE SINGLE PARENTS, AND MALES WITH OTHER DOCUMENTED FINANCIAL NEEDS.

WHAT PROGRAMS ARE NON-TRADITIONAL?

MALES:	SECRETARIAL TRAINING LEGAL SECRETARY MEDICAL SECRETARY INFORMATION PROCESSING FASHION MERCHANDISING COMPUTER DATA PROCESSING (CERTIFICATE) COMPUTER DATA PROCESSING (MICRO APPLICATIONS) COSMETOLOGY CHILD DEVELOPMENT - SPECIAL PERSONS INTERPRETER TRAINING LICENSED VOCATIONAL NURSING PHYSICAL THERAPY ASSISTANT ASSOCIATE DEGREE NURSING CHILD DEVELOPMENT CHILD DEVELOPMENT (ADMINISTRATOR) MENTAL HEALTH (PENDING)
FEMALES:	CRIMINAL JUSTICE (CORRECTIONS) CRIMINAL JUSTICE (LAW ENFORCEMENT) COMMERCIAL MUSIC

WHAT FINANCIAL ASSISTANCE IS AVAILABLE?

TRANSPORTATION - BUS PASS OR CAR ALLOWANCE DEPENDING ON DISTANCE TO MCC.

CHILDCARE - A PERCENTAGE OF FEE DEPENDING ON NUMBER OF CHILDREN AND FINANCIAL NEED.

WHAT ARE THE PRIORITIES FOR FINANCIAL NEED?

PELL GRANT INDEX OF "0",ACCORDING TO GREATEST FINANCIAL NEED AND POTENTIAL FOR SUCCESS.

ENROLLED IN 12 SEMESTER HOURS.

CP:INFOSEXE.DOC (7/16/92)

HORIZONS

In today's world, traditional career paths are expanding, allowing any person — regardless of gender — with the right education and skills to pursue the profession of his or her choice.

McLennan Community College's HORIZONS program, offered through the college's Special Services Office, can assist students who enroll in a nontraditional-gender technical program achieve their goals. HORIZONS provides counseling, self-help seminars, and support groups, plus financial assistance with transportation and child care to eligible students.

The one- and two-year technical programs at MCC designated as nontraditional are:

For Males

- Secretarial Training
- Legal Secretary
- Medical Secretary
- Information Processing
- Fashion Merchandising
- Computer Data Processing (Certificate)
- Computer Data Processing/Microcomputer Applications
- Cosmetology
- Child Development
- Child Development/Administrator
- Child Development/Special Persons
- Interpreter Training
- Licensed Vocational Nursing
- Physical Therapist Assistant
- Associate Degree Nursing

For Females

- Criminal Justice/Corrections
- Criminal Justice/Law Enforcement
- Commercial Music

> "My husband and I have three small children and our main obstacle was finding affordable and quality child care. Thanks to the financial assistance provided by Special Services, we are both enrolled in college and our children are happy."
>
> **Jeannie Shriver**
> **Criminal Justice Student**

Financial assistance for child care or a transportation allowance is available to help full-time students in certain technical education programs. Applications are available in the Special Services Office, first floor, Student Center. To be eligible to receive this financial assistance, the student must:

- complete application to the college;
- be enrolled full time in an approved technical education program at MCC;
- demonstrate financial need;
- provide schedule of classes, student aid report, unofficial transcript, semester planning and goals form, degree plan; and
- be interviewed.

For more information about HORIZONS,
a program for students preparing for nontraditional careers,
call MCC Special Services (817) 750-3591

McLennan Community College

1400 College Drive Waco, Texas 76708 (817) 756-6551

TRANSITIONS

Women today are facing new challenges, new choices and new beginnings as they refocus their lives as single parents or displaced homemakers. McLennan Community College's TRANSITIONS program can help women realize new personal and educational goals in their lives.

TRANSITIONS, offered through MCC's Special Services Office, provides a range of services to help women succeed in technical education programs. These include:

- Personal Counseling
- Support Groups
- Parenting Skills
- Coping Skills
- Time Management
- Stress Management
- Confidence Building
- Financial Planning
- Career Assessment
- Referral Services
- Mentoring
- Assistance in Locating Child Care Services
- Survival Skills Seminars

> "It took some adjusting being a single mother and going to college, but I would not give it up for anything. If I can do it, anyone can. I am living my dream."
>
> **Elizabeth Caires**
> **Mental Health Student**

Financial assistance for child care or a transportation allowance is available to help full-time students in technical education programs. Applications are available in the Special Services Office, first floor, Student Center. To be eligible to receive this financial assistance, the student must:

- complete application to the college;
- be enrolled full time in an approved technical education program at MCC;
- demonstrate financial need;
- provide schedule of classes, student aid report, unofficial transcript, semester planning and goals form, degree plan; and
- be interviewed.

For more information about TRANSITIONS,
a program for displaced homemakers and single parents,
call MCC Special Services (817) 750-3591

McLennan Community College

1400 College Drive Waco, Texas 76708 (817) 756-6551

Midland College

Project Self-Sufficiency

➤ **History of Program**

Coordinated effort between Perkins project at Midland College and Midland County Housing to provide housing priority for enrolled Single Parent/Displaced Homemakers along with other support services. Most are housed in a nice apartment complex two blocks from the college. Progress is monitored and a support group provides a means of belonging as well as a social outlet.

➤ **Goals**

To provide housing and utilities for enrolled vocational majors who qualify for Perkins services and who desire Self-Sufficiency as a goal of training.

➤ **Impact**

Approximately 60 Single Parent/Displaced Homemaker students have been on this program for the past four years as a pilot project. Many have gone on to University of Texas Permian Basin in Odessa to complete a bachelors degree or have gone to work successfully. Overall GPA was a high "C".

➤ **Number/Roles of Staff Involved**

Midland County Housing Director: Place in housing

Perkins Director: Counseling, coordination

Perkins Equity Coordinator: Take applications, provide support services

➤ **Characteristics of Students Participating in Programs**

Single Parent/Displaced Homemakers with one to five children attending college, using JTPA, AFDC, Pell grants, day care and housing assistance. Most are in late 20's with little education and no work history. All have a stated goal, plan of action and are motivated toward self-sufficiency.

➤ **Outside Recognition**

No awards have been received but local newspaper articles have been written, public forums held, and the participants praise it highly. United Way has added funds of support.

➤ **What Makes This Program Unique and Effective?**

Close contact with staff, personal counseling and problem solving provided, support group of peers, total basic needs are provided to free the mind for learning.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 5,388
Continuing Education (Non-Credit): 8,000
Number of Students Served (SP/DH/SPW): 319

3600 North Garfield
Midland, Texas 79705

Contact: Wanda Phillips
(915) 685-4568

PROJECT SELF-SUFFICIENCY
MIDLAND COLLEGE PARTICIPANTS
POLICIES AND PROCEDURES

Purpose: To provide assistance to low-income persons who have a desire and a plan leading to self-sufficiency.

A Plan Toward Self-Sufficiency may be:

_____Vocational training at Midland College

Eligibility:

_____Single parent or low-income couple

_____Having legal custody of at least one minor child living in the home.

_____Must be renting not buying

_____Must be motivated to get a job skill with assistance.

Process to Apply:

______Make appointment at JTPA for eligibility assistance to go into training at Midland College.

_____Make appointment at Midland College (685-4750) for PS-S information and application

_____Complete PS-S Application

_____Three (3) letters of reference

_____Written goal or plans toward self-sufficiency

PROJECT SELF-SUFFICIENCY QUESTIONAIRE

DATE:

NAME:

SOCIAL SECURITY NO.

ADDRESS:

FAMILY MEMBERS (AGES):

CUSTODY OF CHILDREN: YES NO

TRANSPORTATION:

MONTHLY INCOME: $

EMPLOYER:

CHILD SUPPORT:

FAMILY HELP:

FINANCIAL ASSISTANCE: $

JTPA:

GRANTS:

LOANS:

AFDC:

OTHER

FOOD STAMPS

CHILD CARE

MEDICAID

VOC/REH:

MONTHLY EXPENSES: $

SPECIAL PROBLEMS OR NEEDS

AUTHORIZATION

I AUTHORIZE THE HUD AND MIDLAND COLLEGE, TO CONTACT ANY AGENCIES, OFFICES, OR ORGANIZATIONS TO OBTAIN ANY INFORMATION WHICH IS NECESSARY TO COMPLETE OR VERIFY THIS APPLICATION FOR PARTICIPATION IN THE PROJECT SELF-SUFFICIENCY PROGRAM.

SIGNATURE:

DATE:

WITNESS:

PROJECT SELF-SUFFICIENCY CHECKLIST

DATE: ______________________________

- _____ELIGIBILITY

  - _____High School Diploma, Location: ________________________
  - _____GED, Location: ________________________
  - _____Previous College transcript
  - _____Enrolled at Midland College

- _____COMPLETED APPLICATION

  - _____PSS Application
  - _____3 Letters of reference
  - _____HUD Application
  - _____Claim for Federal Preference
  - _____Documentation of Claim
  - _____Vocational Career Center Card

- _____COMMUNITY RESOURCE CONTACTS

  - _____JTPA
  - _____Dept. of Human Services
    - _____AFDC _____FOOD STAMPS _____MEDICAID
  - _____Child Care Management Services
  - _____Texas Rehabilitation Commission
  - _____Midland College, Financial Aid
    - _____Pell Grant _____Work Study/Loans
    - _____Scholarships _____Day Care Assistance
  - _____Child Support Enforcement Office

- _____TESTING

  - _____JTPA
  - _____MIDLAND COLLEGE
    - _____COPS INTEREST INVENTORY
    - _____TASP/PTT-SCORES_______________

- _____DATE OF NEXT APPOINTMENT

  - _____GENERAL GOALS____
  - _____PLAN OF ACTION:____
  - _____RECOMENDATIONS/COMMENTS:_______________________________

- _____APPLICATION MAILED TO HUD

this-n-that

A Newsletter for the Student Parent

September 1992

Welcome to Midland College!

Dear Chap SAPS, (Students As Parent Superstars),

Are you ready? For a really great year! The next few weeks will offer many challenges, require many adjustments, and provide many rewards.

This newsletter, issued monthly, is planned to help you maintain the balance of being both a student and a parent. My goal is to share with you informational items that will be interesting and helpful as you manage school and family activities. You are welcome to contribute or suggest items or topics to be included.

I want to wish you well as you begin this semester and offer my help to provide any services you need as you work towards your goal. I am looking forward to working with you - a true superstar!

Rita Nell Diffie
Equity Services Coordinator

Juggling Multiple Roles

Issues to examine on going back to school.

Partner Relationship

Engage your partner in discussions that examine your feelings and needs and your partner's feelings and needs. If your partner is behind your going back to school you are very lucky. It's much easier to meet the demands of juggling many roles when you approach it as a team working together for the betterment of yourselves and your family.

Students have experienced the following obstacles:

Many men are encouraging and supportive in theory, but when it comes to performing extra household chores, taking more responsibility for children, or living on a reduced income, they may balk. Discussing role expectations before returning to school and keeping an ongoing dialogue can ease tensions. New roles and responsibilities can enhance relationships and make the fresh again. You may be "rocking the boat" asking for a different role for yourself than what was initially "agreed upon" before marriage or during the early years of marriage. This needs to be renegotiated. Remember: Communication is a two-way street. It involves speaking up and listening.

Some men are threatened by their wife becoming more independent, becoming better educated, developing friends outside the relationship, or creating the opportunity to be financially and/or emotionally self-sufficient. This can be especially true of men who are very traditional, are into control, or are abusive.

You may experience pressure from your husband who desires to maintain the traditional wife/mother role. He may engage in "guilt making"; how your going to college is "harming the children". This is especially true of families who place a high value on traditional roles or a low value on education.

Discuss what can be renegotiated, re-assigned within the family/household so that you have time made available for attending classes and studying. Most women still end up doing most of the house work and child care/parenting.

Extended Family

You are lucky if your parents, siblings and/or in-laws value education and support your choice to return to school. They may be willing to offer help with money, child care, and emotional support while you're in school.

Some families do not value education or may feel threatened by a family member getting more education than they have. Be prepared for this. Practice explaining reasons for your choice to go back to school. Tell ways you expect it to benefit you, your children and others in the family emotionally and economically. If they cannot accept this, find other sources of support.

Friends

Some friends will be supportive, others may miss you in roles they are familiar with.
Did you used to go party on Saturday and now you study?
Did you do favors for friends or just hang out together and when you are in school, you will be limited in these areas?

this-n-that

A Newsletter for the Student Parent

November 1992

Dear Chap SAPS - (Students as Parent Superstars),

Congratulations ! You have "survived" the first half of the Fall semester. Only a few weeks left to go. Hope all of your classes are doing well. There are several very active tutoring groups that meet regularly. If you feel this would help you, talk with your instructor or stop by the Vocational Career Center. November is a busy month. There are two important dates to mark. On Friday the 13th we will have our group get-together. We will meet for a Brown Bag lunch 11:30 - 1:00 in the Vocational Career Center. Think of your favorite "Superstition" to share! The second important date is November 26 - 27! Happy Thanksgiving!

Rita Nell Diffie
Equity Services Coordinator

How do you feel about yourself?

Assess your own level of self-esteem, by honestly answering these questions. Most people feel bad about themselves from time to time. So when answering these questions think about how you feel most of the time.

1) Are you easily hurt by criticism? Yes No
2) Are you very shy or overly aggressive? Yes No
3) Do you try to hide your feelings from others? Yes No
4) Do you fear close relationships? Yes No
5) Do you try to blame your mistakes on others? Yes No
6) Do you find excuses for refusing to change? Yes No
7) Do you avoid new experiences? Yes No
8) Do you continually wish you could change your physical appearance? Yes No
9) Are you too modest about personal successes? Yes No
10) Are you glad when others fail? Yes No

If you answered most of these questions "yes", your self-esteem could probably use improvement. Whatever the level of your self-esteem now, you can take positive steps to improve it !

1) Do you accept constructive criticism? Yes No
2) Are you at ease meeting new people? Yes No
3) Are you honest and open about your feelings? Yes No
4) Do you value your closest relationships? Yes No
5) Are you able to laugh at (and learn from) your own mistakes? Yes No
6) Do you notice and accept changes in yourself as they occur? Yes No
7) Do you look for and tackle new challenges? Yes No
8) Are you confident about you physical appearance? Yes No
9) Do you give yourself credit when credit is due? Yes No
10) Are you happy for others when they succeed? Yes No

If you answered most of these questions "yes", you probably have a healthy opinion of yourself. From Channing Bete Co.

Children Learn Responsibility by Shopping

Parents who involve children in shopping are teaching them management skills—necessary lessons that should continue throughout childhood.

Shopping with children is an ideal time to teach about money. Helping children learn how to plan

Talk with your friends about possible changes in your relationships before you start school. Try to work out ways to continue friendships that work for you both and for your new role as a student. It is likely that you will make new friends at college. Your friendships can help you through rough spots.

Employers

Many employers encourage employees to get better educated. This is done through tuition reimbursement plans, more flexible scheduling or shifting to part-time work. Consult your supervisor or personnel department.

If your employer is not helpful in these ways you may want to seek a new job, take very few courses each semester or investigate college work-study programs. The fact that your schedule will be different each semester can cause conflict at work.

Self

This is often the most difficult relationship to improve. Many of us are trained to meet everyone else's needs and deadlines but are unaware of our own needs and pleasures. If you are a person who feels energized by seeing friends and going to parties make time for that. If spending time quietly alone rejuvenates you, carve out time for that.

Regular exercise is important to your overall well-being.
Is your spiritual side satisfied?
Do you find time to laugh and be silly?
Sometimes a quiet book in the bath tub can do more good
than an extra one half hour of study time.
TAKE TIME FOR YOURSELF.

THE CHILD CARE PUZZLE

For women and men-whether single or married-the search for child care can be mind-boggling. Knowing where to look for child care, how to choose it, and when you've made the right decision may seem impossible at first. Not only is the search often confusing; it may also bring out a wide range of feelings about leaving your child in the care of another person.

Putting the pieces together.

There are three pieces to every child care puzzle: you, the caregiver, and you child. No child care situation is "picture perfect". But you can find one that will provide the best "fit" for you and your child, and help ease your concerns about child care.

You

As a parent, you have many concerns about child care to puzzle over. Try to understand whether any of these concerns is causing you stress and keeping you from making a clear choice about child care.

The Caregiver

Caregivers are a crucial part of the puzzle. Knowing your options and how to look for child care will aid your search. Once you've found a caregiver, you can begin to build a trusting partnership.

Your Child

Match up child care to the needs of your baby, young child, or older child. As your child grows, his or her needs will change, so solving the child care puzzle is something you will do more than once.

Know your options

Sorting out your child care options isn't easy. With so many options available, how can you know which one is best for your child? Take each option, or piece of the puzzle, and examine its particular "shape". Then think about what your child is like. Children differ from age to age, and each child is unique, too.

In your home

A caregiver may come to your home (sometimes called a "baby sitter") or live in your home. This type of care is typically more expensive and difficult to find. Your child may benefit from individual care and a familiar place, and can stay home when sick. Because you're the employer, you often have greater decision-making power.

Family Day Care

With family day care, a small group of children goes to the caregiver's home. Your child has the combined benefits of a home environment and other children with whom to play. Observing the caregiver at home gives you the chance to assess the kind of care your child may receive. Family day care may or may not be licensed by state governments, which set varying standards of care.

Child Care Centers

Child care centers bring a larger group of children and staff together at a facility outside the home. This may help your child learn how to interact with a variety of people. Child care centers also often provide a wide range of activities. Child care centers are licensed by state governments, which set varying standards of care.

After-School Programs

This care encompasses a wide range of programs for school-aged children. Some are run by school districts, community centers, or a city's department of parks and recreation. More relaxed than school, after-school (and before-school) programs may offer team sports, art classes, or other supervised activities. They also may provide transportation between school and child care.

From: A Guide to Choosing and Using Child Care, Kranres Communications

Mountain View College

The Evening Children's Program

- **History of Program**

  The Evening Children's Program began in 1987 with funds from the Carl Perkins grant. Thirty-five children, ages 6 to 12, attend the program each evening while their parents attend classes.

- **Goals**

  To support and encourage single parents, displaced homemakers and returning adult students in their need to return to college by providing child care services.

- **Impact**

  Approximately 150 students a year are able to attend college because child care is provided.

- **Number/Roles of Staff Involved**

  Program coordinator
  2 Lead Teachers
  2 Student Assistants

Characteristics of Students Participating in Programs

Students are mostly single parents or have no one at home to watch their children while they attend college.

- **Outside Recognition**

  Campus newspaper articles have been written about this successful program.

- **What Makes This Program Unique and Effective?**

  Evening students may bring their children to college with them and enroll them in The Evening Children's Program while they attend classes. Now parents do not have to put off returning to college.

✓ Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,558
Continuing Education (Non-Credit): 3,000
Number of Students Served (SP/DH/SPW): 610

4849 West Illinois Avenue
Dallas, Texas 75211-6599

Contact: Marietta Kane
(214) 333-8672

BOARD AGENDA TRANSMITTAL FORM

MOUNTAIN VIEW AGENDA

I. **Board Date:** August 4, 1992

II. **Agenda Item Title:** Child Care Contract with YWCA Metropolitan for Fall 1992 and Spring 1993.

III. **Background:**

a) Summary and History

To date, Mountain View has subcontracted a pre-school day care program with the Lelah B. Widner Branch of the YWCA from Spring 1986 to Spring 1992. An evening child care program has been subcontracted since Spring 1988 through Spring 1992. These services were provided with Carl D. Perkins Vocational/Technical grant funds.

b) Comparison of Revenues and Expenditures

The proposed contract would provide child care services for 20 children per day, 5 days a week throughout the Fall and Spring semesters. The total contract amount is $23,425. Mountain View's share of these services comes to $17,385, with the parents paying $6,040 at the rate of $2.00 per day per child.

These funds have been budgeted as part of the Carl D. Perkins funds allocated to Mountain View College through the Coordinating Board, Texas College and University System.

c) Other Information

The YWCA Pre-school Day Care Program will be available from 7:30 a.m. - 12:30 p.m., Monday through Friday. The service is offered to parents with children between the ages of 2 1/2 - 5. The Program is offered at the Widner Branch of the YWCA, 1811 South Hampton. The staffing and curriculum are provided by the YWCA.

d) Recommended Vendor

The Lelah B. Widner Branch of the YWCA is the recommended service provider. It is a public community service agency and is affiliated with the United Way. It is a licensed child care provider, exceeding the Texas minimum staff-child ratios to ensure more individualized staff-child relationships. Parents who have participated in our pre-school child care program over the past several semesters have been very pleased with the quality of care provided.

e) Contract Information

The attached contract is to authorize payment to the YWCA for the Pre-school child care program for the Fall 1992 and Spring 1993 semesters.

IV. ANALYSIS:

a) Why is this contract beneficial to the District?

We believe these services help the District meet its commitment to serving the community and providing educational opportunities to the broadest range of people. Child care is one of the greatest needs of adults returning to college, particularly single parents and displaced homemakers. Access to child care has given many students the opportunity to pursue an education who would not otherwise have that opportunity.

b) What is the impact of the contract on the District?

By providing child care services, the District is taking the lead in meeting the needs of the community we serve. These services should give the District positive visibility in the metroplex and are tangible evidence of the District's commitment to meeting human needs. Additionally, student enrollment should be positively affected as parents, who would have been prevented from attending college because of child care needs are given that opportunity. Providing this service also shows an institutional commitment to sex equity as women are most often prevented from pursuing educational programs because of child care limitations.

WIDNER YWCA CHILD CARE SERVICES
MOUNTAIN VIEW COLLEGE

MORNING PROGRAM - FALL 1992 AND SPRING 1993 (151 DAYS)

20 Children per day - ages 2 1/2 - 5; 7:30 am - 12:30 pm

COST:

20 Children X $7.50 X 151 mornings	=	$22,650.
Medical and Accident Insurance 50 unduplicated children X $5.50	=	275.
Supplies	=	500.
TOTAL COST	=	$23,425.

INCOME:

Parent's Fees:	
20 children X $2.00 X 151 days=	$ 6,040.
(Note: Parent's cost has increased 50 cents per day)	
Mountain View:	
20 children X $5.50 X 151 days=	16,610.
Insurance	275.
Supplies	500.
TOTAL MOUNTAIN VIEW COST	$17,385.

TOTAL CONTRACT = $23,425.

In addition:

Parents will be asked to pay a $6.00 registration fee each semester. The YWCA will contribute $45.00 per child combined membership and registration costs.

$45.00 X 50 children = $2250.

LIFE
TRANSITIONS
Mountain View College

FALL 1992

CHILD CARE SERVICES

PRE-SCHOOL PROGRAM – AGES 2 1/2 - 5

Mountain View College offers an affordable daytime pre-school program to enable parents with young children to attend college. Child care services are provided through the Widner Branch of the YWCA located just 2 1/2 miles east of the campus. Enrollment is limited to 20 children per day.

PRE-SCHOOL DAY CARE

Hours:	Monday-Friday, 7:30 a.m. - 12:30 p.m.
Location:	YWCA at 1811 South Hampton
Ages:	2 1/2 through 5 years
Cost:	$2.00 per morning per child *

* Fees paid monthly. Parents will be asked to pay a registration fee of $6.00.

EVENING CHILDREN'S PROGRAM – AGES 6 - 12

This program is designed for children of students enrolled in evening technical/occupational classes. A professional teacher and student assistants help children with their homework and plan activities which are educational, creative and fun. Enrollment is limited to 35 children per evening.

Hours:	Monday - Thursday, 5:20 p.m. - 9:50 p.m.
Location:	Downstairs next to the computer lab
Ages:	6 through 12 years
Cost:	$10.00 registration fee per child per semester

Limited infant care reimbursement is available. Call 333-8672 for information.

ELIGIBILITY REQUIREMENTS FOR CHILD CARE

1. Mountain View students must be enrolled in Technical/Occupational credit or non-credit classes or taking prerequisite classes toward a Technical/Occupational degree.
2. Priority is given to students who are:
   - Single Parents
   - Displaced Homemakers
   - Enrolled in a non-traditional career program
   - Handicapped
   - Economically Disadvantaged
   - Educationally Disadvantaged
   - Limited English Proficient
3. Other students may be admitted on a space available basis.

REGISTRATION INFORMATION

1. To register, contact the Life Transitions Program Office, in the Counseling Center, 333-8672.
2. Registration is on a first-come, first-served basis. Early registration is encouraged.
3. See the registration schedule listed below for dates and times.

CHILD CARE REGISTRATION SCHEDULE

To register now, call for a day or evening appointment, 333-8672.

Regular Registration	**Late Registration**
August 25, 26, 27	August 31, September 1
9:00 a.m. – 1:30 p.m.	10:00 a.m. – 1:30 p.m.
4:00 p.m. – 8:00 p.m.	5:30 p.m. – 8:00 p.m.

Students may register their children throughout the semester on a space available basis.

The Life Transitions Program is funded through a grant from the Carl D. Perkins Act, Coordinating Board, Texas College and University System

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap

LIFE TRANSITIONS

Mountain View College

FALL 1992

The Life Transitions Program is designed to meet the unique needs of single parents, displaced homemakers and adults returning to college. The Life Transitions Program offers:

- ○ SEMINARS FOR YOUR SUCCESS
- ○ CHILD CARE FOR CHILDREN AGES 2½ - 12
- ○ LIMITED INFANT CARE ASSISTANCE
- ○ TEXTBOOK ASSISTANCE
- ○ A LIBRARY OF BOOKS AND TAPES ON PERSONAL, CAREER AND PARENTING RESOURCES
- ○ SUPPORT GROUPS
- ○ INFORMATION AND REFERRAL TO COMMUNITY AGENCIES AND RESOURCES
- ○ INFORMATION AND REFERRAL TO OTHER MVC SERVICES SUCH AS FINANCIAL AID, TUTORING, CAREER AND ACADEMIC COUNSELING, CAREER PLANNING, JOB SEARCH SKILLS, PLACEMENT, ETC.

For more information, contact Marietta Kane, Coordinator of the Life Transitions Program, located in the Counseling Center, 333-8672.

FALL 1992 S.T.A.Y. SEMINARS

SKILLS TRAINING THROUGHOUT THE ACADEMIC YEAR (S.T.A.Y.)

S.T.A.Y. seminars can help you develop the skills needed to successfully achieve your academic/personal goals and stay in school. These seminars are taught by Mt. View faculty along with community professionals and cover a variety of topics that will help you get the most out of your college experience. **S.T.A.Y.** seminars are free and open to the public.

TIPS ON HOW TO BE A SUCCESSFUL STUDENT

Spencer Olesen, MVC English Faculty

This seminar will focus on how to read a textbook, organizational skills, good study habits, communication with instructors, note taking, and the use of various campus support services to enhance a student's successful college career.

Wednesday, September 9 12:30 - 1:30 p.m.
5:30 - 6:30 p.m. **SPAR LOUNGE**

JOB SKILLS WORKSHOP

Darlene Davis, Career Testing and Assessment Specialist

Explore resume writing, job search strategies, interview skills, job labor market information and hot careers for the 90's.

Tuesday, September 29 10:00 - 12:00 p.m. **SPAR LOUNGE**

OVERCOMING COMPUTER FEAR AND ANXIETY (It's back by popular demand!)

Beverly Martin, MVC Business Instructor

Are you in the dark when it comes to computers? Join us for a hands-on experience with the computer that will help rid you of your anxieties. Learn how to overcome computer intimidation! Pre-registration is advised since class size is limited to 12. Call 333-8672 to reserve a place..

Thursday, October 1 1:00 - 3:00 p.m.
ROOM W-107

PROBLEM SOLVING/STRESS REDUCTION

Grace Baucum, Counselor

During this informative seminar, participants will discover ways to solve problems and glitches that arise in one's daily life. Discover step-by-step planning strategies, the decision-making "wheel of success," steps to diffuse and eliminate worry, and methods of alleviating stress.

Wednesday, October 14 12:30 - 1:30 p.m. **SPAR LOUNGE**

(over)

The Life Transitions Program is funded through a grant from the Carl D. Perkins Act, Coordinating Board, Texas College and University System

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap

MAINTAINING A HEALTHY FAMILY IN TODAY'S WORLD

Ben Boaz, Counselor

This seminar offers a look at ways in which parents and children can maintain the lines of communication, understanding and acceptance during these turbulent years. The seminar will review ways to know when spiritual or emotional support is missing, how to foster healthy family support, and to know what teenagers are thinking even when they are not talking.

Wednesday, November 11 **12:30 - 1:30 p.m.** **SPAR LOUNGE**

FREE PARENTING WORKSHOPS ARE AVAILABLE EVERY TUESDAY IN OCTOBER

with Margaret Flacey, YWCA Director of Child Care

TIME: 12:30 – 1:30 p.m.

PLACE: SPAR LOUNGE

Parenting issues such as discipline, creating a sense of responsibility, self-esteem and self-worth will be discussed. Join us at noon each Tuesday during October in the SPAR lounge.

YOU ARE NOT ALONE

Are you a single parent, a displaced homemaker or an adult returning to college? Would you be interested in exploring issues such as:

- Adjusting to single life
- Career Exploration
- Re-Entering School
- Job Search
- Resumes
- Job Interviews
- Stress Management
- Money Management
- Time Management
- Goal Setting and Motivation

The Life Transitions support group is here to help.

For further information, contact the Life Transitions office, 333-8672.

CONSIDER NEW CAREER TRAINING POSSIBILITIES

The Life Transitions Program is interested in assisting women who might consider taking courses in non-traditional fields such as drafting, electronics, aviation, welding, and engineering technology. Students pursuing these non-traditional paths will be competitive for jobs offering higher than average job openings and salaries. Financial help, child care and counseling are available to those who qualify. Call 333-8672 for more information.

Single Parents at Navarro College

➤ History of Program

Navarro College's initial awareness of the need for support to Single Parents and Displaced Homemakers in 1985 resulted in a Carl Perkins grant proposal, which was submitted to the Coordinating Board late that year. The institution was awarded a $16,00 grant in December, 1985, to be implemented January 1 through June 30, 1986, and a coordinator was hired. Approximately 1,909 Single Parents/Displaced Homemakers/Single Pregnant Women have been served since the program first began.

➤ Goals

Recruitment and assistance to all Single Parent/Displaced Homemakers/Single Pregnant Women in the Navarro College service area who are unemployed or underemployed and wish to obtain or update marketable skills. Continue assurance of equal access to vocational program services activities. Expand child care services.

➤ Impact

In addition to the obvious, the students we are able to assist would most likely *Not* finish college.

➤ Number/Roles of Staff Involved

There are currently four staff members:

Director of Carl Perkins Career Center

Coordinator of Single Parent Program

Coordinator of Special Populations

Secretary

➤ Characteristics of Students Participating in Programs

Most of our students are on welfare or some other financial assistance, have low self-esteem and are unemployed. Many are battered women or come through Texas Rehabilitation to us from treatment centers. Most of these students are first generation college students.

➤ Outside Recognition

Lions Club recognition. Business Women's Clubs give scholarships. Numerous newspaper articles have been written.

➤ What Makes This Program Unique and Effective?

Students have the opportunity to gain self-esteem by working on-campus and by attending support workshops. They have three counselors available to them 40 hours a week. Information on other community services is readily available for referral.

BEST COPY AVAILABLE

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,200
Continuing Education (Non-Credit): Not Reported
Number of Students Served (SP/DH/SPW): 616

3200 West 7th
Corsicana, Texas 75110

Contact: Mary Dickerson
(903) 874-6501

Operation Bootstrap

➤ History of Program

A lack of low income housing for SPAN (Single Parents At Navarro) members and a copy of the June 30, 1989 Federal Register telling about Bootstrap, initiated the beginning of a joint effort between SPAN and HUD. The two community agencies joined forces, applied for and received 50 certificates to provide low income housing for 50 students while attending college full-time. Bootstrap was applied for August 11, 1989, and the first applications were taken in March of 1991.

➤ Goals

Provide families with stable rental assistance support while they are participating in job training programs. This financial help relieves some of the concerns for the welfare and safety of their families. The goals are to serve students with high quality education and to graduate them with excellent employable skills. The additional support and opportunity to participate in a team effort to help single parents reach their educational goals and enable them to lead normal, productive lives.

➤ Impact

A significant impact on the well-being of the single parent population with this provision of safe, secure, affordable housing while attending college. In addition, the networking and team effort between HUD and SPAN has impacted the community with productive well-trained citizens and formed a bond between the two agencies.

➤ Number/Roles of Staff Involved

Operation Bootstrap has one full-time person operating at the HUD office and is supervised by the Director of HUD. SPAN has a Coordinator of Single Parents who reports to the Director of Carl Perkins Career Center. Both offices have secretaries who have multiple duties.

➤ Characteristics of Students Participating in Programs

Primarily, single parents who have low income and could not attend college full-time without help for housing. Several of the students had lived at the House of Refuge (for the homeless) before getting into Operation Bootstrap.

➤ Outside Recognition

None.

➤ What Makes This Program Unique and Effective?

Very few community colleges have support for student housing. The program has increased the retention of many single parent students who could not otherwise continue in school and helps them to stay off welfare.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,200
Continuing Education (Non-Credit): Not Reported
Number of Students Served (SP/DH/SPW): 616

3200 West 7th
Corsicana, Texas 75110

Contact: Mary Dickerson
(903) 874-6501

WHAT ARE THE QUALIFICATIONS?

(1) Must be a full-time student (12 hrs. or more).
(2) Must have a grade point average of 2.0 or better.
(3) Must have applied for or be receiving a Pell Grant.
(4) Must furnish proof of income.
(5) Must furnish child/children's birth certificates and all Social Security Cards.

HOW DO I APPLY FOR ASSISTANCE?

You may apply for assistance by going to the office of the Corsicana Housing Authority, Northwest Apartments on the first working Monday of each month between 1:30 p.m. and 4:00 p.m.

Please do yourself a favor and apply for this assistance.

Tell your friends about "Bootstrap". If they are not attending college, maybe this along with other programs offered to single parents, will be the help they need to get them started.

****

"OPERATION BOOTSTRAP"

HOUSING ASSISTANCE
FOR
SINGLE PARENTS
AT NAVARRO

CARL PERKINS
CAREER CENTER

WHAT IS "OPERATION BOOTSTRAP"?

The program, entitled "Operation Bootstrap", is designed on a similar basis to that of the Section VIII Housing Assistance Program: however, "Bootstrap" is strictly for Single Parents who are attending college as a full-time student.

HOW DOES THE PROGRAM WORK?

If you qualify, you will locate your own housing (based on the number of bedrooms you qualify for).

The Owner/Landlord must agree to list the property with this program.

The amount of assistance you receive will depend on the number of bedrooms you qualify for (based upon your family composition) and if utilities are/are not paid by the landlord.

You will be responsible for deposits required toward occupancy, and having your utilities turned on. You will be entitled to a utility allowance if the utilities are not paid for by the landlord.

****

WHAT ARE THE QUALIFICATIONS?

(1) Must be a full-time student (12 hrs. or more).
(2) Must have a grade point average of 2.0 or better.
(3) Must have applied for or be receiving a Pell Grant.
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****

CARL PERKINS CAREER CENTER
SINGLE PARENT SURVEY
FALL, 1992

NAME________________________________ TELEPHONE:________________

ADDRESS:____

CITY, STATE, ZIP____

We are interested in locating male single parents, displaced homemakers who attend Navarro College. Please fill out this form and return to us in the enclosed SAE.

1. MALE SINGLE PARENT? __ YES __ NO

2. MALE DISPLACED HOMEMAKER? ___YES ___ NO

3. CAMPUS YOU ATTEND CLASSES AT THIS SEMESTER? (check all that apply) ____CORSICANA ___WAXAHACHIE ___ MEXIA

4. ARE YOU INTERESTED IN MEETING OTHER MALE STUDENTS WITH SIMILAR SITUATIONS AS YOURS? ____YES ____NO

5. WHAT SERVICES OF THE CARL PERKINS CAREER CENTER HAVE YOU USED?

___ SIGI ___ TEXTBOOKS ON LOAN ____ CHILD CARE

___SELF-HELP BOOKS ___DEGREE PLAN ____WORK PLACEMENT

___CAREER GUIDANCE ___REFERRAL TO OTHER AGENCIES ___ COUNSELING

___SPECIAL WORKSHOPS ___EMPLOYMENT OPPORTUNITIES ___SUPPORT GROUP

6. WOULD YOU LIKE AN ALL MALE SUPPORT GROUP? ___YES ___NO
IF YES, PLEASE LIST THREE PREFERENCES AS TO MEETING DAYS AND TIMES

________________________ ________________________

____

7. MAY WE GIVE YOUR NAME, ADDRESS, TELEPHONE NUMBER TO OTHER MALE SINGLE PARENT/DISPLACED HOMEMAKERS? ___YES ___NO

8. TELL US HOW WE MAY BEST SERVE YOU WHILE YOU ATTEND NAVARRO CLASS. (if you need more space, write on the back of this form)

____

____

____

AGREEMENT
BETWEEN STUDENT RECEIVING DAY CARE ASSISTANCE AND THE CARL PERKINS CAREER CENTER

I UNDERSTAND that I must be enrolled in at least 12 semester hours during the Fall or Spring semester and have a 2.50 GPA.

I UNDERSTAND that I must be majoring in a Health Occupations, Business, Management or Occupational Services, Technical or Vocational program.

I UNDERSTAND that I must be a single parent, homemaker with no marketable skills, Pell Grant recipient OR be enrolled in a non-traditional major to receive day care assistance.

I UNDERSTAND that I will no longer receive day care assistance if I drop below full-time status, change my major from any of the above or withdraw from school.

I UNDERSTAND that I must provide the Career Center office a copy of my official class schedule before the first day of class and notify the Center office of any changes made to my schedule during the semester.

I UNDERSTAND that I must notify the Career Center office if I am graduating or completing my program before the end of the semester.

I UNDERSTAND that the College will pay for the weekly/monthly costs of child care while I am attending Navarro College.

I UNDERSTAND that I must make my own arrangements for day care with a registered or licenced caregiver of my choosing. If I have any problems, I must contact the Career Center office.

I UNDERSTAND that I will be able to receive assistance as long as I am enrolled at Navarro College, I meet the qualifications and funds are available. I must respond to any correspondence regarding future semesters in order to retain a space in the day care assistance program.

I UNDERSTAND that I will be responsible for the caregiver charges between Fall/Spring, Spring/Summer, Summer/Fall semesters and Spring Break to hold a space for my child(ren) while the College is not in session. I understand that I should discuss this with the caregiver prior to placing my child(ren) in their care so that I will be aware of any expenses that I may have to pay. (Example: There are 3-4 weeks between the fall and spring semesters. The day care center may expect the parent to pay the weekly rate during that time in order to hold the space at the center. The College will not be responsible for this fee.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I MUST ABIDE BY THIS AGREEMENT, OTHERWISE I MAY LOSE THE DAY CARE ASSISTANCE I AM RECEIVING.

______________________________ ______________________________
STUDENT'S SIGNATURE/DATE CARL PERKINS CAREER CENTER/DATE

CARL PERKINS CAREER CENTER

MISSION STATEMENT

The mission of the Carl Perkins Career Center is to break the cycle of poverty for disadvantaged and special populations students by erasing some of the financial and emotional barriers to vocational postsecondary education. The Center's programs are designed to encourage, enlighten, and empower each individual with the discovery of new ideas, knowledge and specific career goals. In this respect, the Carl Perkins Career Center affirms the incalculable worth of each individual to contribute to the integration of self and to the enrichment of the community and humankind.

Toward New Horizons

CARL PERKINS CAREER CENTER

Toward New Horizons

Services for

***Special Students** with*

Special Needs

NAVARRO COLLEGE

CARL PERKINS CAREER CENTER PLACEMENT SERVICES

The Carl Perkins Career Center provides career planning and placement services for students, alumni, and local residents seeking career information and employment, both part-time and full-time, locally, statewide, and nationally.

CAREER PLANNING AND ASSISTANCE

Individual assistance about career choices. Assist students with degree plans. Administer vocational tests and advise students of the results.

CAREER INFORMATION

- *Interest Inventories*
- *Career Assessment*
- *Career Books and Video Tapes (list available)*
- *SigiPlus*
  A computer-based career planning program which covers all major aspects of career decision making and planning through a carefully constructed system of nine separate but interrelated sections.

JOB SEARCH SKILLS

- ***Resume***
  Written and video materials (list available)
- ***Disk Resume***
  Resume building, sample resumes, sample job search letter, multiple resumes for employment targeting.
- ***Interview Skills***
  Written and Video Materials (list available)

CAREER DEVELOPMENT

Mini seminars are conducted on subjects such as...

"HOW TO GET A JOB"
"HOW TO WRITE A RESUME"
"INTERVIEW TECHNIQUES"
and others

FOR EMPLOYERS

- *Advertise job openings*
- *Pre-screening and referral of only qualified applicants*
- *On-campus interviews - open schedule at the convenience of employers*
- *Annual Job Fair*

JOB LISTINGS AND REFERRALS

Local - *Job listings from area employers and on microfiche/TEC*

Metroplex - *Microfiche listings received twice weekly from TEC*

Statewide - *Job opportunity bulletins are mailed to us daily and weekly*

National - *Federal Job Opportunity bulletins*

Kinexus - *A personal computer service that collects, sorts, transmits, and distributes information about the college-educated work force to employers from a central clearing-house. The service is equally applicable to experienced alumni, cooperative education students, interns, summer employment candidates, and volunteers, as well as traditional college entry-level job candidates.*

Resource Information - *Company addresses for potential employment*

Annual Job Fair -

CARL PERKINS CAREER CENTER

Navarro College
Gaston T. Gooch Library
2nd Floor, Room 316
(903) 874-6501, Ext. 228

CARL PERKINS CAREER CENTER

Services for

SPECIAL STUDENTS with SPECIAL NEEDS

All students are special...

But some have particular needs that demand unique solutions.

If the way your life must be lived is different from the way other college students live theirs, inquire about the ***SERVICES*** *we offer.*

ADULTS IN TRANSITION

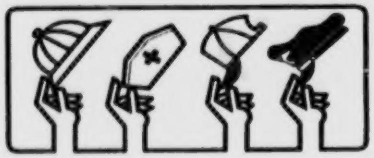
If you are unemployed, disabled or suffering from economic hardship but wish to gain new job skills, we can help you with...

- *Tutoring*
- *Career Planning*
- *Agency Referrals*

SINGLE PARENTS and DISPLACED HOMEMAKERS

This program is designed to help single pregnant women, widows, and single parents who have custody/joint custody of their child/children with...

- *Career Assessment*
- *Day Care*
- *Textbook Loan Library*
- *Referral to Support Agencies*
- *Employment Opportunities*



SEX-EQUITY

A program designed to eliminate sex-bias and stereotyping by assisting students in gender-fair career exploration. Assistance may include:

- *Textbook Loan Library*
- *Special Workshops*

CARL PERKINS CAREER CENTER

Navarro College
Gaston T. Gooch Library
Learning Resource Center
Room 316
(903) 874-6501, Ext. 228

LIMITED ENGLISH PROFICIENCY

If your first language is not English, we can help you by providing...

- *Audio and Video Materials*
- *Language Lab Recorders*
- *Books*
- *Interpreters and Tutors*

PERSONS WITH DISABILITIES

For individuals who are deaf, visually handicapped, speech or language impaired, orthopedically impaired, or have other learning disabilities, we have special services which include:

- *Note-Takers*
- *Tutoring*
- *Counselors/Advisors*
- *Braille Computer*
- *Braille Typewriters*
- *Wheelchair Ramps*
- *Classes in one-story buildings*

JOB PLACEMENT

Up-to-date lists of local, state and national job openings are available to all Navarro College students and alumni.

See separate brochure for more on Job Placement.

Supervised Study Hall and Playroom

- **History of Program**

  Fall 1992 pilot program. If it is successful, will continue. Wrote program into discretionary grant. Also funded by Student Activities.

- **Goals**

  To provide supervision and planned activities for the children of our adult evening students.

- **Impact**

  Program is new. Impact is undetermined.

- **Number/Roles of Staff Involved**

  1 Supervisor
  1 Student Worker

- **Characteristics of Students Participating in Programs**

  Most are single parents pursuing vocational majors.

- **Outside Recognition**

  Too new.

- **What Makes This Program Unique and Effective?**

  There are no evening child care facilities in this area.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,024
Continuing Education (Non-Credit): 1,853
Number of Students Served (SP/DH/SPW): 223

P. O. Box 1307
Mt. Pleasant, Texas 75455

Contact: Judy Jackson
(903) 572-1911

NORTHEAST TEXAS COMMUNITY COLLEGE P.O. Box 1307 • Mt. Pleasant, Texas 75456-1307 • 903/572-1911

EVENING ON-CAMPUS SUPERVISED PLAYROOM - STUDY HALL

APPLICATION

I. Child's mother's name ______________________ Phone Number (   ) __________

Home Address ____
Number/Street City State Zip Code

Northeast Texas Community College student? ☐ Yes ☐ No Social Security No. __________

II. Child's father's name ______________________ Phone Number (   ) __________

Home Address ____
Number/Street City State Zip Code

Northeast Texas Community College student? ☐ Yes ☐ No Social Security No. __________

III. Your declared college major (program of study) ______________________

IV. Child(ren) you want to enroll:

(1) Child's name ______________________ Date of Birth __________

Home Address ____
Number/Street Apt. No

____
City State Zip Code Phone Number

(2) Child's name ______________________ Date of Birth __________

Home Address ____
Number/Street Apt. No

____
City State Zip Code Phone Number

(3) Child's name ______________________ Date of Birth __________

Home Address ____
Number/Street Apt. No

____
City State Zip Code Phone Number

Intake and Release: Your child(ren) must be signed-in and signed-out each time (s)he is brought to the supervised playroom-study hall. Your child(ren) will be released only to the mother, father or person listed below.

V. Person to whom my child(ren) may be released:

	Name	Address	Phone Number
(1)			
(2)			
(3)			

VI. Is there any person who is bound by court order not to pick up your child(ren)?

☐ Yes ☐ No If yes, whom? ______________________

(Over)

Northeast is an affirmative action, equal opportunity institution.

VII. Emergency Contact Person:

	Name	Phone Number	Relationship
(1)			
(2)			
(3)			

VIII. Child's Physician ______________________________

Home Phone Number (   ) ____________ Office Phone Number (   ) ____________

IX. I agree that:

(A) My child(ren) will be properly signed-in and signed-out each time.

(B) I authorize the attendant on duty (as representative of the Northeast Texas Community College Evening On-Campus Supervised Playroom-Study Hall) to call an ambulance or to transport my child to any available physician, hospital or medical clinic for medical treatment, if, in the judgement of the attendant, such treatment is necessary. I agree to bear all expenses incurred in connection with such treatment.

C) I have read and understood the Evening On-Campus Supervised Playroom-Study Hall Procedures, and I will abide by them.

______________________________ ____________________

Signature of Parent   Date

Return this application to:

Northeast Texas Community College
Counseling Center
P.O. Box 1307 • Mt. Pleasant, TX 75456-1307

It is the policy of Northeast to provide equal opportunities without regard to age, race, color, religion, national origin, sex, handicap, or veteran status.

FINANCIAL AID OFFICE USE ONLY

PELL Grant: ☐ Yes ☐ No   Signature ____________________ Date ____________

NORTHEAST TEXAS
COMMUNITY COLLEGE
P.O. Box 1307 • Mt. Pleasant, Texas 75456-1307 • 903/572-1911

EVENING ON-CAMPUS SUPERVISED PLAYROOM - STUDY HALL

PROCEDURES

1. To be considered for participation in the evening on-campus supervised playroom-study hall, the *Evening On-Campus Supervised Playroom-Study Hall Application* must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Evening On-Campus Supervised Playroom-Study Hall until proper authorization has been given.

2. To be eligible for participation in the Evening On-Campus Supervised Playroom-Study Hall, priority will be given to "single parents who are eligible for financial aid and who have declared a vocational/technical major."

3. The Evening On-Campus Supervised Playroom-Study Hall is opened from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.

4. The Evening On-Campus Supervised Playroom-Study Hall is available to students/single parents who are (a) attending evening class(es) on campus, (b) studying in the College Library, and/or (c) using the facilities in the Academic Skills Center. A penalty will be imposed when these guidelines are not followed.

5. There is a $2.00 fee for each child per evening.

Parent's Signature ______________________ Date ____________

Northeast is an affirmative action, equal opportunity institution.

Northeast Texas Community College
Student Contract for Child Care Services

Student ______________________________ SSN: ______________

Child(ren): ______________	Age: ______________	Birth date: ______________
______________	______________	______________
______________	______________	______________

Day Care Center/Registered Home: ______________________________

Address, City, State, Zip: ______________________________

Contact Person: ______________________________ Telephone: ______________

I UNDERSTAND that in accepting the child care assistance provided by Northeast Texas Community College Support Services Program that I am agreeing to the following:

1. to be enrolled full-time in one of Northeast's priority programs. My official major as indicated in the Registrar's Office is______________________________.
2. to maintain a cumulative 2.0 grade point average.
3. to provide the Special Projects Office with a copy of my class schedule by the third class day.
4. to notify the Special Projects Office of any changes in my class schedule or major.
5. to abide by the rules and regulations of the caregiver.
6. to pay the costs of any care required for my after-school children, including inservice days and other days that I am in school and my children are not.
7. to make my own arrangements for child care with the center or registered home of my choosing. If I have any problems, I must notify the Special Projects Office before making any change in caregivers.
8. to give a two week notice to the caregiver and the Special Projects Office if I choose to change caregivers.

I UNDERSTAND that I will be responsible for any expenses the caregiver charges between semesters to hold a space for my child(ren) while the College is not in session.

I UNDERSTAND that Northeast Texas Community College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child(ren) have excessive absences. The caregiver will notify Northeast of attendance.
3. will review the continuation of child care services each semester.

I UNDERSTAND that Northeast does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

I UNDERSTAND that child care assistance is not available past June 30, 1993, and that I must reapply July 1, 1993, for services for the 1993-94 school year.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I UNDERSTAND THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE THAT I AM RECEIVING.

____
Student's Signature

____
Special Projects Office

Date: ______________________________

____
Day Care Owner/Administrator

WHITE-Northeast; YELLOW-Day Care/Home Care; PINK-Student

NORTHEAST TEXAS COMMUNITY COLLEGE
P.O. Box 1307 • Mt. Pleasant, Texas 75456-1307 • 903/572-1911

EVENING ON-CAMPUS SUPERVISED PLAYROOM - STUDY HALL

CONSENT FOR TREATMENT

Consent for Minor's Medical Treatment

(When parent or legal guardian not available)

I, ______________________________, grant my permission

for ______________________________ to give consent for medical treatment

for my child, ______________________________.
(minor's name)

This consent is effective from ____________________ to ____________________

(not to exceed 90 days).

____
Parent's Signature (or legal guardian) Date Time

____
Parent's Signature (or legal guardian) Date Time

Family Physician: ______________________________

Allergies: ______________________________

Last tetanus toxoid: ______________________________

Pertinent medical information ______________________________

Parents may be contacted: ______________________________

Insurance information: ______________________________

State of Texas §
County of Titus §

Before me, the undersigned authority, on this day personally appeared ______________________________, known to me to be the person(s) whose name is subscribed above, who, is being by me first duly sworn on his/her oath stated that the representations set forth in the foregoing instrument are true.

SWORN AND SUBSCRIBED before me on this __________ day of ____________________ 19_____.

(NOTARY SEAL)

____
Notary Public
State of Texas

My commission expires ____________________, 19____

Note: This form must accompany the minor and person named giving consent.

Northeast is an affirmative action, equal opportunity institution.

Are you a single parent, displaced homemaker, or single and pregnant?

A displaced homemaker is an adult who...

- has worked primarily without money to care for the home and family and for that reason, has few marketable skills;
- has been dependent on public assistance or on the income of a relative, but is no longer supported by such income;
- is a parent whose youngest child will become ineligible to receive assistance under the AFDC program or under Part A of the Title IV of the Social Security Act within two years of the parent's application for assistance under this program; or
- is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment.

Are you looking for training or a new career that will help you find a job or perhaps better wages?

If so, NORTHEAST can help. How?

We can help you assess your present skills, abilities, strengths, weaknesses.

We can take a look at careers or job opportunities that would best suit you.

If you are eligible, we can help you with child care and transportation expenses.

We can help you locate programs and services that may be available to you.

We can provide you with a mentor who will be there to guide and support you on your journey.

We can provide career counseling to help you explore possibilities and opportunities.

We can provide tutors and/or classes to help you get your GED or to brush up on your academic skills so that you may enter college.

We can assist you in completing financial aid forms to help you with college expenses.

We can provide life skills training to help you cope with life's everyday problems.

***We can help.
We want to help.
Your future is up to you.
If you want to explore your options and discover new horizons, please call or return the reply card today.***

NAME ____

ADDRESS ______________________________ PHONE ____________

COLLEGE MAJOR OR TRAINING DESIRED ______________________

___SINGLE PARENT ___DISPLACED HOMEMAKER ___SINGLE, PREGNANT

AGES OF CHILDREN ______________________________

PRESENT EMPLOYER ______________________________

Please return to: Judy Jackson
Northeast Texas Community College
P.O. Box 1307
Mt. Pleasant, Texas 75456-1307

OR CALL
1-800-870-0142
903-572-1911 ext. 205

Northlake College

Automated Office Skills

➤ **History of Program**

The Automated Office Skills Training program has provided marketable skills and job readiness training to 50 single parents and/or displaced homemakers annually for the past four years.

➤ **Goals**

To provide marketable skills and job readiness training for single parents, displaced homemakers and single pregnant women.

➤ **Impact**

Many students enrolled in the training program continue their education by enrolling in credit courses. Upon completion of the program, students have obtained full-time/part-time employment resulting in fewer numbers dependent on public assistance.

➤ **Number/Roles of Staff Involved**

1 Program Coordinator
1 Instructor
1 Instructional Assistant

➤ **Characteristics of Students Participating in Programs**

Single parents, displaced homemakers and single pregnant women who are low income and lack marketable skills.

➤ **Outside Recognition**

Articles have appeared in local newspapers including information about the training program featuring a picture of current graduates and their names.

➤ **What Makes This Program Unique and Effective?**

An internship program for students who successfully complete the training program which provides on-the-job training under the supervision of an internship committee and corporate sponsors. In addition, students were offered 30 hours of Lotus training and a 16-hour math seminar.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,855
Continuing Education (Non-Credit): 16,578
Number of Students Served (SP/DH/SPW): 245

5001 North MacArthur Blvd.
Irving, Texas 75038-3899

Contact: Marsha Flores
(214) 659-5219

Women in Skilled Trades: WIST

➤ History of Program

The Women in Skilled Trades program was designed to provide women with marketable skills in building maintenance and repair and to encourage their continued training in related nontraditional technical programs. Students have attended a fourteen-week training program including hands-on labs and field work which began in October 1992. The program will culminate in April 1993, following an internship and job placement.

➤ Goals

To provide marketable skills and career awareness leading to employment in building maintenance and repair and to increase female enrollment in nontraditional technical programs.

➤ Impact

Evaluation of impact during the pilot year of a project is difficult. However, an increased awareness of educational and career opportunities has been observed in class participants. It is expected that several of the first class will continue their education by enrolling in credit classes and the balance will be placed in employment related to their training.

➤ Number/Roles of Staff Involved

1 Program Coordinator
1 Instructor
1 Instructional Assistant
2 Math/Reading Instructors

➤ Characteristics of Students Participating in Programs

The WIST program targets single parents, displaced homemakers and single pregnant women who lack marketable work skills.

➤ Outside Recognition

Articles have headlined several area papers announcing the inception of this unique program and its strategies for nontraditional job training.

➤ What Makes This Program Unique and Effective?

WIST provides hands-on experience in electrical, plumbing, air conditioning/heating, interior and exterior finish-out.

Students must demonstrate competency prior to receiving a Certificate of Completion.

Math and reading designed to enhance business and technological training is offered on a weekly basis.

Each student has been paired with a female mentor employed in a nontraditional field.

Students who successfully complete the program are placed in an internship providing the valuable experience of on-the-job training and possible permanent employment.

NORTH LAKE COLLEGE

A member of the Dallas County Community College District, an equal opportunity institution

For today's realities and tomorrow's dreams

AUTOMATED OFFICE SKILLS

FREE

Training Programs for single parents, homemakers, displaced homemakers, and single pregnant women.

WHAT

Learn Skills in Beginning Typing; Intermediate Typing; Office Calculating Machines; Word Processing; Information Concepts; Machine Transcription.

WHO

Applications open to single parents, homemakers, displaced homemakers, and single pregnant women.

WHEN

September 8 - November 24
T, Th, F: 8:30 a.m. - 12:30 p.m.
Wed: 8:30 a.m. - 1:15 p.m.

WHERE

North Lake College
5001 N. MacArthur Blvd.
Irving, Texas 75038-3899

CHILD CARE SERVICE

Child Care services are available for North Lake students through the Irving YWCA. Single parents enrolled in Career Education programs are eligible for reduced fees.

To receive an information/application packet, please call the Returning Adult Center, North Lake College, 659-5373 or visit room A465-B.

ORIENTATION: SEPTEMBER 3, 1992
10:00 a.m. - 11:30 a.m.
Room K216

Funded by the Coordinating Board, Texas College and University System.

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

North Lake College 5001 N. MacArthur Blvd. Irving, Texas 75038-3899

WIST: Women In Skilled Trades

North Lake College
Center for Returning Adults
5001 N. MacArthur Blvd
Irving, Texas 75038-3899

North Lake College

Women In Skilled Trades

WIST

Developing Women for Technological Careers

WIST

WOMEN IN SKILLED TRADES

A North Lake College Program

WIST is a training program designed and sponsored by North Lake College to provide women with training in building maintenance and repair. Taught and developed by professionals in technology training, the course includes the basics in electrical, plumbing, air conditioning/heating, and interior finish-out. Sudents attend a 14-week basic training program including "hands-on" labs and field work culminating in a 4 week internship.

"THE RIGHT WOMAN FOR THE JOB"

Funded by Texas Higher Education Coordinating Board.

Why should you hire WIST ?

Our graduates are qualified entry level Maintenance Technicians having demonstrated competency in all levels of training before they are awarded a Certificate of Completion. They know and understand the basics of facility maintenance. Attention to detail and strong work ethics have been a major focus of the program. Hiring a **WIST** graduate should produce a hardworking, dependable employee who values a "job well done."

NEED MORE INFORMATION?

Educational and employment opportunities are offered by North Lake College and the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap.

A WIST GRADUATE

- *Has hands-on experience in electrical, plumbing, air condintioning/heating, interior/exterior finish-out*
- *Can "make ready" an apartment*
- *Can sweat a pipe or set a commode*
- *Can wire switches and receptacles*
- *Can repair sheet rock including tape, bed, texture and paint*
- *Can maintain a pool*
- *Can read meters: volt, ohm, amp*
- *Understands OSHA requirements*
- *Is ready to work*
- *Is willing to learn*
- *Can furnish verifiable references*

Plan your future with a qualified **WIST** graduate!

North Lake College
Center for Returning Adults
5001 N. MacArthur Blvd.
Irving, Texas 75038-3899

Single Parent Program

➤ History of Program

Since the inception of the Single Parent/Displaced Homemaker program in 1989, Odessa College has assisted 799 students with counseling, testing, training and referrals. However, the program continues to offer tuition discounts to single parents, displaced homemakers and dislocated workers interested in non-credit vocational/technical training through Odessa College's continuing Education Department. The lack of Carl Perkins funding for the 1992-93 year has resulted in the inability to provide transportation and child care assistance for those students demonstrating the most need. The program continues to attract members of the three targeted groups.

➤ Goals

The central objective of the program is to provide students with assistance in identifying educational/career goals, developing a tailored training plan and identifying and alleviating obstacles to achieving educational goals.

➤ Impact

The program has provided an opportunity to members of the targeted groups to explore educational opportunities and make informed choices with the benefit of counseling and guidance. Complete institutional support for the program insures each student access to every available service on-campus (financial aid, testing, ABE, job placement, etc.). Increased coordination between Odessa College and federal, state and local agencies prevents the duplication of services and increases awareness of the availability of services.

➤ Number/Roles of Staff Involved

There are two roles involved in program administration: Project Director and Project Coordinator.

➤ Characteristics of Students Participating in Programs

Students recipients are:

1) Unmarried economically and/or educational disadvantaged heads of household with custody of minor children.
2) Displaced homemakers.
3) Persons dislocated or underemployed due to the severe downturn in the oil-based Permian Basin economy.

➤ Outside Recognition

Project and the services provided have been spotlighted in several articles appearing in local newspapers.

✓ Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 4,885
Continuing Education (Non-Credit): 5,800
Number of Students Served (SP/DH/SPW): 273

201 West University
Odessa, Texas 79764

Contact: Marcia Cleaver
(915) 335-6578

➤ What Makes This Program Unique and Effective?

The program is unique because it offers assistance to members of the targeted groups regardless of educational level. It assists many first generation students in making a smooth transition from ABE to credit and non-credit programs, and provides assistance to students making the transition from Continuing Education to credit courses.

ODESSA COLLEGE
ODESSA, TEXAS

Odessa College
Single Parent/Displaced Homemaker Grant

Inter-Agency Referral

Date:________________________
Name:____ SS#:______________________
Address:______________________________________ Phone #:_____________________

Agency Referred to:____
Adress of Agency:____
Contact Person:____

Assistance Requested:____

____

____

____ __________________
Signature of Referring Agency Contact Person Title

To be completed by agency providing service.

Date of Interview/assistance:____

Action Taken:____

____

____

____ __________________
Signature of Agency Contact Person Title

To be completed by Applicant:

> I authorize the release of information contained in my applicant files and I understand that this information will be used for my benefit to provide needed services.

____________________ ___________________________________
Date Applicant Signature

Distribution:

- White: return white copy to Odessa, College, 201 W. University, Odessa, TX 79764, Single Parent Grant office.
- Pink: referral agency copy
- Yellow: applicant copy

SINGLE PARENT/DISPLACED HOMEMAKER GRANT
REQUEST FOR ASSISTANCE

DATE: ______________________ PHONE: ______________________

NAME: ______________________ SOC. SEC. NO. ______________________

If the applicant does not have access to a phone, it is his/her responsibility to check back with the program Director/Coordinator concerning this request.

Type of assistance needed:

- ☐ Child care
- ☐ Textbooks
- ☐ Transportation
- ☐ Counseling and/or information
- ☐ Other - Please explain: ______________________

____

____

Briefly explain the reason for your request: ______________________

____

____

____
Student Signature

Action taken: ______________________

____

____

______________________ ______________________
Date Director's/Coordinator's Signature

Date: ______________

Single Parent/Displaced Homemaker Grant
Student Degree Plan

Name: ____ SS #: ________________________
Last First MI

Education Background:
High School
Diploma _____ GED ___________ Date _________From: ______________________________
School City State

Credits Transfered from another College/University: ______

Degree Plan: Prepared by: ______________________________

First Semester: ________________

Class #	Class	Hours	Credits
	Total		

Second Semester: ________________

Class #	Class	Hours	Credits
	Total		

Third Semester: ________________

Class #	Class	Hours	Credits
	Total		

Fourth Semester: ________________

Class #	Class	Hours	Credits
	Total		

Comments: ____
____
____

Funding for this grant is available through the Carl Perkins Vocational Education Funds

Carl D. Perkins Vocational Education Act
Single Parent/Displaced Homemaker Grant
Textbook Request/Contract Form

Date:__________________________________

Name:__________________________________ **SS#:**________________________

Textbooks are limited and will be available on a first-come, first-serve basis to those students demonstrating the greatest need.

***Workbooks will not be provided.**

Textbooks Requested

Class	Class #	Title of Book	Author	Date Rec.	Date Ret.

Contract

1. Greatest need documented by ☐ Income ☐ Other:________________
2. Do not write in textbooks. Books which are damaged, lost or written in **MUST** be replaced by the student.
3. All textbooks **MUST** be returned within 3 days after the last class meeting.
4. A hold will be placed on student records until all textbooks have been returned in good condition or have been satisfactorily replaced.

I have received the books listed above and agree to all terms of this contract.

________________________ ________________________
Date Student Signature

________________________ ________________________
Date Director/Coordinator Signature

Continuing Education
Odessa College
201 W. University
Odessa, TX 79764

CONTRACT FOR DAY CARE SERVICES

Student: ______________________ Date: ______________________

		Age	Weekly Rate
Child/ren:			

Child Care Provider: ______________________ Total: __________

Dates of Services: From: ______________________ To: ______________________

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
AM						
PM						

I fully understand that in accepting child care services sponsored by Odessa College and the Vocational Education Act of 1963 as amended by Public Law 93-482, do hereby agree to the following:

1. to pay for registration, insurance, and any additional day care fees.
2. to remain a full-time student.
3. to maintain a 2.0 GPA
4. to provide transportation for child/ren to and from day care.
5. to abide by the rules and regulations of the day care center.
6. to provide a copy of my schedule the first day of the semester to program coordinator.
7. to notify the program coordinator of any change in my college schedule or major.
8. to not accept child care financial assistance from other agencies (ie, JTPA, DHS, TRC, etc.)
9. to pick up my child by the agreed upon time. Failure to do so will require that I pay the child care center for late charges.
10. to pay any personal expenses incurred due to accidents.
11. to be responsible for payment if services are discontinued.
12. to obtain and return completed, signed attendance verification form as required.

I understand that Odessa College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child/ren have excessive absences. The child care center will notify O.C. of attendance.
3. reserves the right to terminate child care services if I, the student, have excessive absences.
4. Will review the continuation of child care services each semester.

I certify that I will abide by all written rules and regulations of this program and of the day care center. I understand that failure to comply will result in termination of child care assistance.

______________________ ______________________ __________
Day Care Student's Signature Date

Please sign and return
White - Continuing Education, O.C.
Yellow- Student
Pink- Day Care Provider

______________________ __________
Director/Coordinator Signature Date

Odessa College
Continuing Education Office
201 W. University
Odessa, Texas 79764
915/335-6578 or 335-6583

Single Parents/Displaced Homemakers Grant
Billing Voucher
Child Care Program

Day Care Provider ______________________________

Dates of Service ______ to ______

Address ______________________________

Phone ______________________________

City ______________________________

Child's Name List each child's name separately	Parent's Name	Total # of Hours of Child Care	Hourly Rate of Pay	Collected From Parent	Amount Due
		TOTALS			

I authorize this voucher for the payee. I certify that the information is correct and unpaid and it corresponds with the contacted services:

____
Signature of Day Care Provider Date

Current Voucher should be paid within two (2) weeks of date received

Supported by funds from the Carl D. Perkins Vocation Education Act, as distributed by the Higher Education Coordinating Board. This program is coordinated by Odessa College.

Distribution: White-Odessa College Continuing Education Office Yellow-Student Pink-Day Care Provider

____
Date SPG Director/Coordinator

Carl Perkins Single Parent/Displace Homemakers
Student Assessment

DATE: ____________________

NAME: ________________________________ SS# ________________

TEST COMPLETIONS:

Placement: __________ CAPS(Abilities): ________ Interest: ____________

TEST RESULTS:

1. Placement
   a. Reading ______________
   b. Writing ______________
   c. Math ______________
2. Interest ____
   ____
3. CAPS Abilities ____
   ____

CAREER GOAL: ____

____

____

____

GOAL COMPLETION DATE: ____

SCHEDULING PROBLEMS: ____

____

CAREER PLAN:

Fall ____

____

____

Spring ____

____

____

Sum I ____________________

____

____

Sum II ____________________

____

____

ASSISTANCE PROVIDED: ____________________

Textbook ____________________

Transportation ____________________

Child Care ____________________

Other ____________________

COMMENTS: ____________________

____

____

____

____

____

____

____

Palo Alto College Equity Program/PAC-UP Program

History of Program

The PAC-UP (Palo Alto College Untapped Potential) is one of three components of the P.A.C.E. Program at Palo Alto College. This program is a free non-credit course targeting single parents, displaced homemakers, and single pregnant women who are not currently enrolled in school and who may not have considered pursuing higher education. Each class consists of 100 hours of classroom contact in actual lecture, training, and field trips.

Goals

To provide participants access to preparatory courses and entrance into vocational/technology education through career and interest skills assessment and instruction on transferable personal and life coping skills.

Impact

In its second year, the PAC-UP class has reached 110 participants, with 62% successfully completing the course. Of those completing the class, 71% continue their education.

Number/Roles of Staff Involved

3 Staff consisting of the following:

- 1 Coordinator — program development, recruitment, administration
- 1 Clerk — office management, child care coordination, accounts payable
- 1 Instructor (part-time) — PAC-UP class instruction

Characteristics of Students Participating in Programs

Students are 99% women between the ages of 17 and 55. They are predominantly Hispanic who have dropped out of school, either in high school or college, and want to improve their marketability. All are either single parents, displaced homemakers, or single pregnant women.

Outside Recognition

On campus newspaper and United Way Newsletter to community agencies.

What Makes This Program Unique and Effective?

It is the only program of its kind in the San Antonio area. According to the participants' class reaction forms and a study made by a graduate student from the University of Hawaii, the uniqueness of the program is the staffer's ability to "bond" with the participant one-on-one — providing a supportive atmosphere to a population that normally would feel insecure or hesitant about returning to school. All participants indicated that the course — its curricula and instructor — were a motivating factor for pursuing their education. Over 71% of all participants to date have enrolled in college or GED.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit:
Continuing Education (Non-Credit): Not Reported
Number of Students Served (SP/DH/SPW): 137

1400 West Villarex
San Antonio, TX 78224

Contact: Diana Luna
(512) 921-5382

PALO ALTO COLLEGE EQUITY PROGRAM

INTRODUCTION

Palo Alto College was built to meet the needs of the surrounding neighborhood. The typical neighborhood resident is a Hispanic, undereducated, poor, working woman. In four of the seven surrounding zip code areas, over eighty-five percent of the residents have no college education. Many have not completed high school.

In an effort to provide the southside of San Antonio and the surrounding community with projects which improve access to, and information about higher education the P.A.C.E. (Palo Alto College Equity) Program at Palo Alto College proposed a three component program targeting single parents, displaced homemakers, and single pregnant teens who would not have considered pursuing higher education.

These components included: (1) outreach and recruitment to disseminate information regarding non-traditional careers to middle and high school "at risk" women students; (2) three, five week free classes, entitled PAC-UP (Palo Alto College Untapped Potential) designed to improve the participant's access into preparatory courses and/or technical/vocational programs through career and interest skills assessment and instruction of transferable personal and life coping skills, and (3) to provide support groups for students currently enrolled in non-traditional occupations.

PALO ALTO COLLEGE EQUITY PROGRAM

SUMMARY:

(1) NON-TRADITIONAL CAREER COMPONENT

This component targeted at-risk teens currently enrolled in local senior and junior high schools and GED classes. Recruitment and outreach were directed toward programs and agencies currently working with this population such as the Bexar County Women's Center's "Mi Carrera" program and 70,001, Inc. and area high schools.

Once recruited, students were provided information on non-traditional careers as well as information and encouragement to pursue a career in the future. The presentations were held at individual schools and agencies and addressed not only goal setting but career fields available in the Alamo Community College District and information on entering higher education (APPENDIX A).

Tours of the Palo Alto College campus were also provided for participants interested in visiting the campus.

Faculty from the Business Technology and Aviation departments addressed the career opportunities available at Palo Alto College.

The majority of the participants were involved with the Bexar County Women's Center "Mi Carrera" (My Career) program. One presentation was provided to the students at 70,001, Inc. and one to students at Southwest High School.

Between October 1991 and April 1992, seven on-site presentations were made to 91 female students surpassing the original four presentations indicated in the original grant. In addition, 49 students participated in tours on the college campus.

Personal interviews of the students participating in the campus tours indicated that over 80% were interested in attending college. Most of the students had decided to attend college prior to attending the presentations and tours, but had found the presentations and tours motivating and they felt encouraged to pursue their dreams.

(2) PALO ALTO COLLEGE - UNTAPPED POTENTIAL COMPONENT (PAC-UP)

The primary component of the P.A.C.E. Program was PAC-UP (Palo Alto College - Untapped Potential). Designed to improve the participants' access into preparatory courses and vocational/technology education, this program targeted single parents, displaced homemakers, and pregnant teens who were not currently enrolled in college and perhaps had not considered pursuing higher education. As per the grant, three classes were held during the grant period. The dates were as follows:

November 4, 1991 - December 10, 1991
February 18, 1992 - March 27, 1992
April 20, 1992 - May 22, 1992.

Recruitment for this component was made by direct mail and presentations. Letters and flyers introducing the program were sent to case managers from the Texas Department of Human Resources and directors of over fifty local community service agencies (APPENDIX B).

In addition, several flyers were posted at local Child Care facilities as well as community centers. Referrals were primarily made by Texas Department Case Managers, AVANCE, Inc., the DePaul Center, Wesley Community Center, Teen Parent Connection, and MAXIMUS, Inc..

Criteria and selection into the program were based on the applicant's qualifications as a single parent, displaced homemaker, or single pregnant teen. Applicants were encouraged to come into the P.A.C.E. office to register and this provided the staff the opportunity to meet with the applicant and further explain the classes (APPENDIX C).

In addition, applications were sent out to prospective applicants when requested. If child care was requested, the applicant was given a child care application form to complete as well as a list of providers within the college area (APPENDIX D). Each participant utilizing this service was responsible for locating and selecting the licensed child care provider of their choice and the P.A.C.E. program paid the fee for each child in care. The participants attendance was the only condition for receiving this service. By the end of the last class, thirteen participants and fourteen children had benefited from the child care assistance.

Each class consisted of 100 hours of classroom contact in actual lecture, training, and field trips. Areas of concentration were personal and life coping skills development, career exploration, college resources, and skills assessment. The classes met for five weeks, Monday through Friday, four hours a day. Seventy-seven completed the classes.

As per the proposed evaluation criteria, individual class reaction forms were distributed to participants as a means of determining their satisfaction level with the classes as well as to assess their intention to enroll in college or to complete their GED (APPENDIX E & H). Of those completing the program, 100% indicated that they enjoyed the class with an equal number recording that the curriculum was informative, useful, and of value to their lives. Specific improvements identified by participants in the class reaction form included their assertiveness, stress management, and self-esteem (APPENDIX F & G). In addition, when asked if PAC-UP had helped them in making a decision about a career, all indicated that it had. Overall we have found the satisfaction level of all participants to be high.

As of June 1, 1992, twenty-four of the forty-three completers or fifty-six percent, had enrolled in college. In addition seven participants have gone on to complete their GED equivalency increasing the number of completers continuing with their education to seventy-two percent.

Attached is an outline of the curriculum used during the PAC-UP component. Only the on campus guest lectures and/or tours will vary (APPENDIX I).

Where appropriate, Palo Alto College Staff and Faculty were invited to discuss their programs and to offer assistance in enrolling in school.

(3) SUPPORT GROUPS COMPONENT

The third and final component was the support groups for students in non-traditional occupational areas. These sessions were to focus on academic and personal concerns of the students. In order to organize the groups, a survey was developed and distributed among students who had declared majors in Occ/Tech fields. From their responses, group sessions were organized for the Spring semester and were scheduled as follows (APPENDIX J).

February 26	Strategies for Career and Personal Success by Yolanda Reyna
March 11	Study Skills by Patty Parma
March 12	Time Management by Gary Reyes
March 25	Stress Management by Cecilia Hancock
March 26	College Resources Information by Dan Rodriguez
April 8	Building Communication Skills by Cessie Sanchez
April 15	Coping with School and Family by Ana O'Connor
April 16	Community Info. and Resources by L. Diana Luna and Virginia Wilson
April 22	Decision Making by Nancy Hard
April 29	Health and Wellness Issues by Joan Coughlin

The group sessions averaged four students per session. When the students were asked why they chose to attend a particular session, the overwhelming response was their concern or interest with a specific topic to be addressed. Student response to the group sessions were positive but not well attended. The most popular or well attended session was "College Resources; Transferring To A Four Year Institution", nine students attended this session.

This component began late into the year due to the fact that the P.A.C.E. program did not begin until the middle of September and student surveys were not returned until December.

PAC-UP APPLICATION FOR DAY CARE SERVICES

DATE: ____________

NAME OF STUDENT: ____________________________________ **SEX:** _____

HOME ADDRESS:

____
Street City Zip

SOC. SEC.#_______________**PHONE #** ________ **EMERGENCY #** ________

List the names and ages of children you are requesting services for:

NAME	AGE	BIRTH DATE

I. If at any time I drop the classes, I understand that child care services will be cut.

II. I understand that Palo Alto College is only responsible for financial concerns. Any problems or concerns with the child care are the parent's responsibility.

III. Palo Alto College will pay for a maximum of $70.00 per week.

IV. Full-time care will be provided to children 5 years old and younger. Part-time care will be provided for children 6 and 7 years of age.

V. I understand that Palo Alto College will pay for college school days only. If I leave my child(ren) will the child care on a school holiday, I am responsible for the fees incurred that day.

VI. I understand that if I take my child out of child care I must inform the P.A.C.E. Office immediately (921-5381). If not, I will reimburse Palo Alto College for any extra expenses.

I have read the above statements, and I understand them fully.

______________________________ ____________
Student signature **Date**

______________________________ ____________
Program Coordinator **Date**

Paris Junior College

Textbook Loan Library

- **History of Program**

  A simple but very popular and more efficient use of textbook funds. A good relationship with college bookstore is essential to the success of this activity. During registration, eligible participants submit their schedules with book requests. Books are checked out during the first week of classes and due in finals week. Monthly progress reports from each class are required for further participation.

- **Goals**

  To ease the financial stress of eligible students.

- **Impact**

  There are 382 textbooks in current library plus 90 self-help books and tapes available for students.

- **Number/Roles of Staff Involved**

  The program coordinator with part-time clerical staff oversees the library.

- **Characteristics of Students Participating in Programs**

  Economically disadvantaged single parents and displaced homemakers.

- **Outside Recognition**

- **What Makes This Program Unique and Effective?**

  Recycling of textbook funds serves more students each semester. This is a very popular and requested program with our students.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,410
Continuing Education (Non-Credit): 3,705
Number of Students Served (SP/DH/SPW): 163

2400 Clarksville
Paris, Texas 75460

Contact: Cindy Miles
(903) 784-9354

Paris Junior College

Lunch and Learn

- **History of Program**

  Weekly support group/brown bag lunch meetings. Originally for transition participants only; we've evolved into RATS (Returning Adults To School) to expand our outreach and remove some of the "single and displaced" stigma. Volunteers from our advisory committee and other support programs serve as weekly speakers on a variety of subjects: self-esteem, time management, job interviewing tips, stress reduction, nutrition, study skills, perceptions, etc.

- **Goals**

  To provide a positive social/educational environment for returning adult students to discuss problems and share experiences.

- **Impact**

  Helps to acclimatize these students to college and provides them with networking opportunities.

- **Number/Roles of Staff Involved**

  1 Staff person serves as program sponsor.

- **Characteristics of Students Participating in Programs**

  Variety of returning adult students, most active participants have been single parents and displaced homemakers.

- **Outside Recognition**

- **What Makes This Program Unique and Effective?**

  The program is student directed. Students are currently applying for official campus organization status and planning fund-raising and social activities.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,410
Continuing Education (Non-Credit): 3,705
Number of Students Served (SP/DH/SPW): 163

2400 Clarksville
Paris, Texas 75460

Contact: Cindy Miles
(903) 784-9354

Single Parents
Displaced Homemakers
Students in Nontraditional Careers

(ex: women in drafting; men in nursing)

You may be eligible for assistance to attend school such as:

Child care

Transportation

Textbooks

Supplies

Tutoring

See Cindy Miles in the Transitions Office, Room 96 in the Learning Center (down the hallway by the copy machine) for more information, or call 784-9354.

---PJC TRANSITIONS PROGRAM---

Child Care Assistance Agreement

To: ______________________________

Licensed Child Care Provider

____

Provider Number

____

Mailing address City Zip

____

Telephone # Contact person

______________________________ will receive partial financial assistance for child care while attending classes at Paris Junior College for the ____________ semester 199__, providing he or she maintains a 2.0 grade point average and meets the monthly progress requirements. Should the student fail to meet these requirements, funds may be immediately cancelled.

For payment of services you must return a completed Child Care Payment Request Form (5 are attached to this agreement) by the **5th of each month** for services rendered during the previous month. Checks will be mailed to you on or before the 15th of the month. (Example: Submit bill by August 5th for July child care; no July bills will be accepted after August 15.)

Amount to be provided: $ 5.00 per day, one child, full day
$ 7.50 per day, two children, full day
$10.00 per day, three children, full day
(For part-time care, these amounts will be halved.)

Child care assistance is provided for students to attend school or school-related functions only.

The student is responsible for charges not covered by these funds!!

To parents: Paris Junior College and the Transitions Program accept no responsibility for the quality of child care provided. You must choose child care carefully. You may change providers if you desire, but all outstanding bills must be paid before changing.

I understand and agree to accept the above provisions:

Signed: ______________________________

Child care provider Date

____

Student Date

____

Transitions Coordinator
Paris Junior College
2400 Clarksville
Paris, TX 75460

Phone: (903) 784-9354

---PJC TRANSITIONS PROGRAM---

Child Care Payment Request Form

Licensed Child Care Provider

Provider Number

Mailing address City Zip

Telephone # Contact person

I verify that child care was provided for:

Parent's name: ______________________________

Childrens' name(s): ______________ ______________

______________ ______________

Services provided from: ______________ to ______________
(Please fill in schedule on back)

Rate charged: $ __________ per __________ for full time/part time child care
(circle one above)

Provider signature Date

Requests will be processed after the 5th of each month for services rendered during the preceeding month. Checks will be mailed to the address at the top of this form on or before the 15th of the month if invoice is received on time. No payment requests for services for the previous month will be honored after the 15th of the month following service. (Example: Submit bill by August 5th for July services; receive payment by August 15th; no July bills accepted after August 15th.)

For office use only

Amount of payment ______________ Month ______________

Transitions staff signature Date

Circle the appropriate month
and exact days for which child
care was provided.

1992

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1993

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

---PJC TRANSITIONS PROGRAM---

Monthly Progress Report

Name ______________________________ Month __________

Instructors: The student listed above is participating in the PJC Transitions Program and is required to maintain satisfactory academic progress. Your cooperation in completing this form each month helps us assess his or her progress and is appreciated.

Sincerely, Cindy Miles, Transitions Coordinator

☆ Course ____________________ Current average __________
Number of absences __________
Performance (*circle one*) excellent satisfactory needs improvement
Signed ____________________ Date __________

☆ Course ____________________ Current average __________
Number of absences __________
Performance (*circle one*) excellent satisfactory needs improvement
Signed ____________________ Date __________

☆ Course ____________________ Current average __________
Number of absences __________
Performance (*circle one*) excellent satisfactory needs improvement
Signed ____________________ Date __________

☆ Course ____________________ Current average __________
Number of absences __________
Performance (*circle one*) excellent satisfactory needs improvement
Signed ____________________ Date __________

☆ Course ____________________ Current average __________
Number of absences __________
Performance (*circle one*) excellent satisfactory needs improvement
Signed ____________________ Date __________

Student must complete self-evaluation on back of this sheet (*over*) ☞ ☞ ☞

◆◆◆ Paris Junior College Transitions Program ◆◆◆

Guidance Form

Complete this form with the assistance of the Student Development Center. Call 784-9434 or go by their office — Room 108 in the Learning Center — for an appointment to perform a computerized guidance session.

Name________________________________ Date____________________

Major________________________________ College credit hours completed______

To be completed by Student Development Personnel:

The student listed above is to perform a computerized guidance session. If this student is undecided as to his/her major or would otherwise benefit from doing so, an interest inventory is also requested. Any career assessment/guidance help you can give this student will be greatly appreciated. Please note the assessments performed, give a brief summary of the results and your recommendations for the student below.

Computerized Guidance ____

____

Interest Inventory ____

____

Other Assessments/ Recommendations ____

____

Completed by ______________________ Date____________________

To be completed by student:

This guidance procedure was (*circle one*): very helpful helpful not helpful

I learned: ____

My next step toward reaching my career goal is :______________________________

____

Return this form to the Transitions Office when complete.

Name ______________________________ Date ____________________

Student self-evaluation

☐ My educational progress this month has been:

☐ excellent good fair poor

☐ My accomplishments have been: ______________________________

☐ I need to improve: ______________________________

☐ Other problems/concerns: ______________________________

For office use only

Transitions Staff Evaluation

Date ____________________

☐ Student's progress has been:

excellent good fair poor

Notes/Action taken:

263

Richland College

Community Resource Directory

➤ History of Program

A community resource directory was compiled and printed the first time in 1983-84. It has been updated and reprinted approximately every two to three years since then.

➤ Goals

To provide eligible clients an easy to use list of agencies providing the kinds of services many of the clients need to access.

➤ Impact

Approximately 300 clients per year have received directories. In addition, many faculty and staff members have received directories, which they use to assist students.

➤ Number/Roles of Staff Involved

1 Counselor
1 Clerk/word processor
1 Computer graphics/graphics artist
Print shop personnel
Other counselors give input about agencies to include

➤ Characteristics of Students Participating in Programs

Single parent, homemaker, displaced homemaker, vocational and pre-vocational credit, non-credit and potential students.

➤ Outside Recognition

N/A

➤ What Makes This Program Unique and Effective?

Its focus is on the specific needs of the population served so that it is not cluttered with excessive information for the client to sort through.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 7,000
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW):

12800 Abrams Road
Dallas, Texas 75243

Contact: Mary Joe Ingram
(214) 238-6034

New Options Seminar

- **History of Program**

  Program was started in the fall of 1989 and has been offered approximately two to four times a week since then.

- **Goals**

  To provide eligible participants an opportunity to learn about campus and community resources and services and to receive information and guidance in a small group setting.

- **Impact**

  Approximately 300 participants have attended each year.

- **Number/Roles of Staff Involved**

  1 Counselor to conduct each seminar

  1 Receptionist to take calls, reserve spaces and confirm reservations

- **Characteristics of Students Participating in Programs**

  Single parent, displaced homemaker, homemaker, single pregnant woman, vocational and pre-vocational credit, non-credit and potential students.

- **Outside Recognition**

  N/A

- **What Makes This Program Unique and Effective?**

  The focus of each seminar is on the specific needs of those attending so that those needs are addressed and appropriate services and referrals are provided for each participant.

Urban ✓ Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 7,000
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW):

12800 Abrams Road
Dallas, Texas 75243

Contact: Mary Joe Ingram
(214) 238-6034

Adult Resource Center
New Options for Adults

Richland College

SPARC Your Career

If you are a single parent or displaced homemaker, this FREE 5-week mini-class may be for you!

- Wondering what career may be right for you?
- Curious about what careers are hot for the 90's?
- This career exploration series will include:

- *Self-assessment*
- *Basic occupational research*
- *Investigation of training/educational opportunities*
- *Suggested "next steps" for all participants*

Enrollment is limited, so call the
Adult Resource Center today to reserve your space.

RICHLAND
your community college
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
12800 Abrams Road, Dallas, Texas 75243-2199
An equal opportunity employer and educator

Supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act, as distributed by the Texas Higher Education Coordinating Board.

Adult Resource Center

New Options for Adults

Richland College

NEED CHILD CARE?

RICHLAND COLLEGE HAS

- Subsidized child care for eligible vocational and pre-vocational students*
- Discount child care for any student--limited availability
- **Free** Child Care Directory for everyone

Come to the
Adult Resource Center
in Crockett Hall (C179)
for more information
or call **238-6034.**

**Ask us about Richland's vocational programs (complete list on back)*

Supported by funds from the Carl D. Perkins Vocational and Applied Technology Educational Act, as distributed by the Texas Higher Education Coordinating Board.

RICHLAND
your community college
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
12800 Abrams Road, Dallas, Texas 75243-2199

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

Take a good look . . . .

As you become more familiar with your child's day-care program, you will see many strong points. Almost all day-care facilities strive to provide a warm, loving, safe, and healthy environment for children. Look for these characteristics, but also be aware of warning signals that tell you something is wrong.

Feel secure when you see that . . .	**Be seriously concerned when you see that . . .**
the facility welcomes you to visit any time, and you are invited to observe the class or participate in activities.	parents are not encouraged to visit the facility.
staff are alert and involved with the children.	children are left without direct adult supervision.
staff seem warm and interested in the children. There is spontaneous laughter, hugging, and eye-to-eye contact.	adults spend much time scolding, ordering, and yelling at children.
staff are gentle but firm when necessary.	adults are physically rough with children or allow rough play.
the facility is clean and attractive.	the building is dirty, or you see unsafe conditions.
your child is relaxed and happy after the initial adjustment period.	your child is unhappy about being left at the facility, and this doesn't improve with time.
your child seems physically well cared for. Staff inform you of minor accidents and tell you when your child doesn't feel well.	a child comes home bruised or injured, and the center can't explain what happened. (The child may not remember minor bruises and scrapes received when playing, however.)
children seem involved with constructive activities, and they get individual attention.	children seem aimless, bored, angry, or frustrated, or there are too many children to supervise.

When things don't seem to be going well

You may find yourself displeased about something that has happened at the facility. Talk about these things with facility staff. There may be a misunderstanding that can easily be resolved.

If the situation isn't resolved and you believe minimum standards are not being met, call the local day-care licensing office. They will handle your call discreetly.

A licensing representative will investigate your complaint. The licensing representative may need to interview you and your child and may also interview other children at the facility.

If the licensing representative finds that a standard has been violated, the facility will be notified and a time set for the facility to correct it.

Licensing staff may revoke a license if a facility doesn't meet minimum standards. The department does not take action to revoke a license unless children are in immediate danger or the licensee refuses to comply with standards.

If you suspect child abuse

Most day-care facilities, like most parents, take good care of children. Child abuse is rare, and it is very unlikely that anything like this will happen to your child.

If you do suspect that your child has been abused or sexually molested, report the situation immediately. Use the toll-free Child Abuse Hotline number **(1-800-252-5400)**, available 24 hours a day. If you think the abuse occurred in a day-care facility, call your day-care licensing office. The situation will be investigated immediately, and you will be given referrals or recommendations for help for your child and family.

If your child volunteers information about abuse, you need to take this seriously.

Parents who suspect or believe that their child has been abused in day care sometimes remove their child from care but don't report the problem. This leaves other children in danger. State law requires you to report suspected child abuse.

Should testimony in court be needed, you may be able to testify on behalf of your child if you were the first person to hear your child's story.

When a person makes a report of suspected child abuse in good faith, he is immune from any liability. If a complaint is made with malicious intent or for revenge, there is no liability protection.

When the department investigates a complaint, the identity of the complainant is not revealed. Everyone, including day-care providers, is required by law to report suspected child abuse or neglect immediately.

Local Day-care Licensing Offices

Address all correspondence to:

Texas Department of
Human Services
Day-care Licensing

Panhandle Area

Amarillo:
P.O. Box 3700
Amarillo, Texas 79106
(806) 376-7214

Lubbock:
P.O. Box 10528
Lubbock, Texas 79408
(806) 846-3623

West Texas Area

El Paso:
P.O. Box 10276
El Paso, Texas 79994
(915) 779-7790

Odessa:
P.O. Box 4955
Odessa, Texas 79760
(915) 367-7201

Wichita Falls:
600 Scott St.
Wichita Falls, Texas 76301
(817) 766-3371

Abilene:
P.O. Box 3235
Abilene, Texas 79604
(915) 695-5750

Brownwood:
P.O. Box 640
Brownwood, Texas 76801
(915) 646-0541

San Angelo:
P.O. Box 951
San Angelo, Texas 76902
(915) 655-0576

Dallas-Fort Worth Area

Arlington:
P.O. Box 5128
Arlington, Texas 76011
(817) 261-3376

Dallas:
4533 Ross Ave.
Dallas, Texas 75204
(214) 827-5210

Fort Worth:
3128 S. Riverside Drive
Fort Worth, Texas 76119
(817) 921-5511

Central Texas Area

Austin:
7901 Cameron Road
Building 2
Austin, Texas 78753
(512) 835-2350

Waco:
P.O. Box 977
Waco, Texas 76703
(817) 756-5571

East Texas Area

Tyler:
P.O. Box 4300
Tyler, Texas 75712
(214) 595-4841

Paris:
P.O. Box 839
Paris, Texas 75460
(214) 785-7541

Beaumont:
285 Liberty St.
8th Floor
Beaumont, Texas 77701
(409) 835-3751

Nacogdoches:
Drawer 767
Nacogdoches, Texas 75961
(409) 569-7931

San Antonio Area

San Antonio:
233 E. Mitchell
San Antonio, Texas 78210
(512) 533-3161

Uvalde:
2201 E. Main
Uvalde, Texas 78801
(512) 278-7151

Valley Area

Edinburg:
2520 N. Closner
Edinburg, Texas 78539
(512) 383-5344

Corpus Christi:
P.O. Box 3625
Corpus Christi, Texas 78404
(512) 855-2451

Victoria:
P.O. Box 1938
Victoria, Texas 77901
(512) 575-8261

Houston Area

Houston:
P.O. Box 16017
Houston, Texas 77222
(713) 692-3236

Licensing Branch
Texas Department of Human Services

Stock Code 20692-0000 PSD 200,000 Aug 86

Adult Resource Center
New Options for Adults

Richland College

New Options

...your first connection

- Facing changes at work, home or in yourself?
- Interested in what Richland can offer you?
- Wondering how to get started?

NEW OPTIONS is a FREE, one-time opportunity to share questions and concerns, receive information and guidance, and connect with campus and community resources - - - all in a supportive small group setting.

Connect

Available daytime and evening
Call the Adult Resource Center to sign up
238-6331

R I C H L A N D
your community college
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
12800 Abrams Road, Dallas, Texas 75243-2199

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

Supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act, as distributed by the Texas Higher Education Coordinating Board

Welcome back to the
ADULT RESOURCE CENTER
Repeat Visit Update

Date: ______________

Name: ____

Social Security #: ____

I am here for/to (check only ONE):

_____New Options seminar.

_____Individual session. Which counselor: ____________________

_____Class. Which one: ______________________________________

_____Support group. Which one: _______________________________

_____Workshop. Which one: ___________________________________

_____Use computer for: ______________________________________

_____Use library resources.

_____Use referral resources.

_____Child care assistance/information.

_____Apply for financial assistance for: ____________________

_____Other: ____

If there have been changes in your name, address, home or work phone numbers, status, education level, employment, sources of income, age, or current classes, PRINT those changes here:

____

____

____

____

Supported by funds from the Carl D. Perkins Vocational Education Act, as distributed by the Texas Higher Education Coordinating Board.

Richland College R is an equal opportunity institution.

L274

San Antonio College

Project Access

➤ History of Program

Project Access is a Carl Perkins II Discretionary grant which was funded in 91-92 and selected to be re-funded for 92-93.

➤ Goals

1) To provide opportunities to upgrade basic academic skills for entry into vocational classes.
2) To provide a supportive environment and activities to build self-confidence while allowing for opportunities to explore non-traditional careers.
3) To identify and address needs necessary to achieve goals via support services.

➤ Impact

This program allows the non-traditional student the opportunity to consider non-traditional career fields which can provide better opportunities for career advancement and equitable pay, and therefore, economic self-sufficiency.

➤ Number/Roles of Staff Involved

1 Part-time Project Counselor

1 Part-time Support Staff

➤ Characteristics of Students Participating in Programs

Project students are "non-traditional" students, i.e., re-entry women, single parents/homemakers. Many are considered to be "at risk" due to need for developmental classes.

➤ Outside Recognition

Article written in school newspaper (April, 1992) profiling the success of one participant. Project selected to be featured in Starlink project, "An Afternoon of Model Carl Perkins Projects" in Spring 1992.

➤ What Makes This Program Unique and Effective?

One component of this project, workshops which addresses self-development, non-traditional career awareness, provides women with a support system which they have identified as a major factor contributing to their success in school.

Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 21,103
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 704

1300 San Pedro
San Antonio, Texas 78212-4299

Contact: Helen Vera
(512) 733-2299

Self Awareness

POLISH YOUR PERSONAL IMAGE

Feeling good about yourself is a life-long process. It begins by examining your inner qualities and learning to enhance them. Learn to develop a positive self-image that is necessary for success in business and personal interactions. Led by Judy Kovacs-Long, M.A., Licensed Professional Counselor (Day) and Elvira Centeno, M.A. (Evening).

Sept 21, 23 & 28 M - W 9:00-12:00 noon
Nov. 10 & 12 T - Th 6:30-8:30 p.m.

POSITIVE MENTAL ATTITUDE

This workshop focuses on the whole person—body, mind, emotions, beliefs and relationships. It encourages the adoption of a new way to think about and develop more personally responsible self-care patterns. Learn techniques to respect and love yourself by improving self-esteem and self-awareness. Led by Judy Kovacs-Long.

Nov 4, 9 & 11 M - W 9:00-12:00 noon

COMMUNICATING WITH POWER

What to say, how to say it and when to say it are the key to succeeding in relationships. Gain practical tools to empower you in situations where you feel overwhelmed or intimidated. Techniques include conflict resolution, effective verbal and non-verbal communication. Led by Judy Kovacs-Long.

Nov 16, 18, 23, 25, 30 & Dec 2
M - W 9:00-12:00 noon

STRESS MANAGEMENT

With too much to do and too little time to do it, many of us find ourselves in a "hurry-up" life style which increases our stress levels. This discussion will focus on the nature, causes and symptoms of stress and will develop some coping techniques for managing stress. Led by Bob Walden ACSW-ACP, PR.

Nov 30, Dec 1 & 2 M - T - W 1:00-3:00 p.m.

WOMEN'S CENTER NEW LOCATION

The Women's Center is now located in Room 210 of the Fletcher Administration Center. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

CLASS SITE

All Women's Center workshops will be held in Room 706 of the Moody Learning Center. See map for building location.

FREE CLASSES

All classes presented by the Women's Center are free of charge to all qualified participants. Call 733-2299.

VIDEO CAREER LIBRARY

Job Search

Getting Ready for the Interview

Investigating the World of Work

Careers

Career Options

Careers in Occupational Technology Series

Parenting

Single Parenting

Child Management

These videos and many others are available for viewing for qualified Women's Center participants.

By Appointment Only

Choices & Changes

CAREER CHOICE: EXPLORING CAREER OPTIONS

Gathering information and then making workable career decisions can be confusing. This workshop includes exploring values, establishing priorities, setting goals and other self-assessment techniques which will help develop career choices. Various career tests will be administered and interpreted. Led by Judy Kovacs-Long.

Sept 30, Oct 5, 7, 14, 19 & 21
M - W 9:00-12:00 noon

CAREER AWARENESS

This workshop was developed to help assess interests, abilities and values related to various career opportunities. The participants in this workshop will be assisted in selecting a realistic plan suited to aptitude and interest and expose the workshop participants to successful professionals in various career fields. Led by Elvira Centeno.

October 6, 8, 13 & 15 T - Th 6:30-8:30 p.m.

TAKING CHARGE OF YOUR LIFE

What do you do when you want to change within yourself? What do you do when you want to be in charge of your life instead of a victim? This workshop is designed to answer these questions and give practical ways of discovering your own power to **change your life.**

Oct 19, 20, 21 & 22
M - T - W - Th 1:00-3:00 p.m.

DECISION MAKING TECHNIQUES

Learning the step by process to improve your decision making skills. Evaluate choices and develop skills in setting practical goals in your life. Gain practical tools to motivate and empower yourself. Led by Judy Kovacs-Long.

Oct 26, 28 & Nov 2 M - W 9:00-12:00 noon

THE AMERICAN WOMAN—HER CHANGING ROLE

Personal attitudes, values and behaviors that affect women pursuing non-traditional careers will be the focus of this workshop. This session will also examine barriers that prevent women from achieving their potential and will teach participants to recognize and remove these barriers. Led by Rose Lozano, M.A.

Oct 26 & 28 M - W 1:00-3:00 p.m.

TRANSITIONS: MANAGING CHANGE

As we contemplate making changes in our lives, things can become very difficult and confusing. This workshop will help participants develop specific strategies for coping with the transition periods. Led by Elvira Centeno.

Nov 17 & 19 T - Th 6:30-8:30 p.m.

THE FOCUS ON THE "THINK NON-TRADITIONAL" PROGRAM AT THE WOMEN'S CENTER IS TO:

- introduce students to non-traditional occupational technology programs
- direct women to educational and occupational resources relevant to non-traditional alternatives
- encourage women to discard behavior that they view as restricting their development
- provide women with information about non-traditional career role models/mentors
- help women think through and plan multiple roles
- provide women with accurate information about the labor force, and check employment alternatives

[illegible] College is an equal opportunity college. Students are admitted without regard to race [illegible] The college also complies with Title IX of the Education [illegible]

Job Search

SCHOOL-TO-WORK TRANSITION

Students who are enrolled in Occupational Technology college programs are eligible for *INDIVIDUALIZED* services and assistance under our **School-To-Work** program. Margaret Costantino is available at the Women's Center on a part-time basis to provide information and assistance on job search and job readiness skills, techniques, and procedures. Ms. Costantino will be linking this effort with community businesses and the San Antonio College Job Placement Office to help provide *EMPLOYMENT REFERRALS*.

LOOKING FOR WORK IN SAN ANTONIO & TEXAS

Learn effective techniques in preparing yourself for the job interview. Identifying your skills, job hunting tips, selling yourself at the interview, typical questions asked by employers, resume development, cover letter, and mock interviews will be covered and presented. At the end of the program you will be given a true and realistic view of the current job market in San Antonio and a final draft of the resume that you developed in class will be provided. Led by Margaret Costantino, M.A. and Elvira Centeno, M.A.

Oct 27, 29, Nov 3 & 5 T - Th 6:30-8:30 p.m.
Nov 12, 17 & 19 T - Th 12:00-2:00 p.m.

Taking Control

MOTIVATION TECHNIQUES

Why do today what you can put off until tomorrow? That's **PROCRASTINATION!** In this class you will learn how you can continuously motivate yourself, take charge of your life and make it turn out the way you want it to. Led by Robert J. Walden.

Nov 2 & 4 M - W 1:00-3:00 p.m.

HOW TO GET UP WHEN YOU'RE FEELING DOWN

Feeling "down" and having "the blues" are two ways people describe themselves when they are depressed. This devastating emotion drains energy from personal and professional functionings. "What is depression?" and "How do I cope?" is the focus of this workshop. Led by Judy Kovacs-Long.

Dec 7 & 9 M - W 9:00-12:00 noon

LIVING SAFELY IN A DANGEROUS WORLD

This one hour workshop focusing on ideas for self-protection will include safety-awareness in the home, car and on the street. Crime prevention and survival along with personal safety tips will be presented. Conducted by Citizens Against Crime.

Oct 15 Th 1:00-2:00 p.m.

DID YOU KNOW THAT:

- The unemployment rate in Texas in June 1992 was the highest it has been in 4 years (8.3%)?
- There are 49,000 unemployed people in San Antonio (7.7% unemployment)?
- Because of the two factors listed above, competition for jobs is very keen, even for qualified persons?
- You can learn to develop a very effective resume, even if you don't have paid work experience?
- Knowing **HOW** to conduct a meaningful job search can make the difference between getting hired or not?
- Learning **HOW** to look for a job is a skill everyone can develop?

College Success

STUDY SKILLS

Obtain strategies for textbook reading, notetaking, writing reports and research papers. Prepare for essays and tests by learning successful methods of taking tests. Also learn relaxation techniques that can be used to reduce stress and enhance self-control. Led by Bob J. Walden.

Sept 22 & 24 T - Th 1:00-3:00 p.m.

MEMORY SKILLS

Acquire effective ways to improve memory gain in your study skills. Obtain strategies for textbook reading, note-taking, writing reports & preparing for tests. An effective memory is essential to learning and will enhance your learning process. Led by Bob J. Walden.

Oct 5, 7 & 8 M - W - Th 1:00-3:00 p.m.

RE-ENTRY WOMEN SUPPORT GROUP

If you are re-entering college or anticipating coming back to school join this group to learn and share valuable information about college survival skills. Topics will include:

Service for Re-Entry Students

Fear of Failure

Balancing Work, Family and
College Demands

Can I Make It Academically?

Understanding Professor and
Student Roles

Other topics will be discussed as identified by the group. Call or drop by to join this re-entry support group which will be held *Wednesdays at 12:00 noon*, September 23 thru Dec 2 in the MLC 706.

Statistical Brief

Does Education Pay Off?

Earnings vary sharply with educational attainment. As one moves up the ladder, earnings increase.

- Those without a high school diploma had mean monthly earnings of $452
- High School graduates (no College) earned $921
- Both vocational degree holders and adults with some college earned $1,088
- Those with an associates degree earned $1,458
- Bachelor's holders earned $1,829
- Master's holders earned $2,378
- Doctorate holders earned $3,637
- Holders of professional degrees earned $4,003

U.S. Department of Commerce, Bureau of the Census, SB 91-4, Issued February 1991

Women's Advocacy Project

"The Women's Advocacy Project, a non-profit, tax-exempt corporation, was established to improve the status of women by creating an informed citizenry, thereby ensuring that all the women of Texas will have equal access to the legal system"

The toll-free Legal Hotline provides Texas residents, who have no other means to access the legal system, to talk to attorneys regarding legal questions and access to appropriate resources.

Family Violence Legal Line attorneys answer legal questions and provide legal counseling about victims rights and options in situations of family violence.

Legal Hotline
1-800-777-FAIR

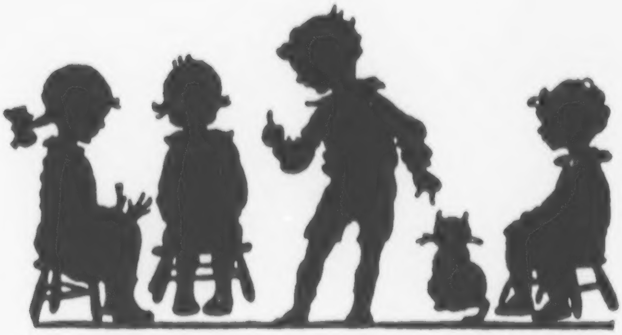
Family Violence
Legal Hotline
1-800-374-HOPE

ALAMO AREA RAPE CRISIS CENTER

Provides:

Follow up Counseling and
Group Support Services for
Sexual Assault Victims
24 Hour Hotline 349-7273
Group Counseling 674-4900

ATTENTION S.A.C. STUDENTS!!!
Do You Need On-Campus Childcare for Your Child(ren) Aged 18 mos - 5 Years???



You may qualify for low-cost, subsidized childcare assistance if:

* You are a full-time (12 hours) Occupational Technology student (see back for listing)

* Economically disadvantaged (ie. Pell Grant, or AFDC, Food Stamps, Etc.)

And/Or

* Educational disadvantaged (taking developmental classes)

* *Free Child Care Directory for Students* *

WC

Women's Center
"Putting It All Together"

Contact the S.A.C. Women's Center, FAC 210, 733-2299 for more information on other Services and Programs!

NON-TRADITIONAL CAREER OPPORTUNITIES!

PROJECT ACCESS

A SPECIAL PROGRAM open to **WOMEN STUDENTS** interested in **NON-TRADITIONAL CAREERS** (male dominated occupations)

Program Objectives are:

* To provide opportunities to upgrade academic skills
* To provide a supportive environment and group activities for building self-confidence
* To provide opportunities for participants to explore career choices in non-traditional career fields

Participants will be required to register for a minimum of nine semester hours of academic course work and attend two three-hour workshops per week for the fall semester.

WORKSHOPS AND SEMINARS

WEEKLY workshops/seminars/problem solving and support sessions for:

SELF MANAGEMENT

* Personal discovery/self awareness
* Assertiveness training
* Assessment: personality and values
* Decision-making and goal setting
* Stress and time management

CAREER MANAGEMENT

* Assessment of interests and aptitudes particularly those applicable to non-traditional fields
* Presentation of role-models: Women currently employed in non-traditional fields
* Presentation of educational requirements, and job outlook for non-traditional fields, particularly those offered at San Antonio College

SUPPORT SERVICES

The following special support services will be provided for participants

* Vocational testing
* Academic and vocational counseling
* Registration assistance
* Transportation assistance (bus tickets)
* Textbooks assistance
* Childcare assistance
* School-to-work assistance
* Tutoring
* Financial aid assistance

Pilot program offers support for women

By Laura Davis
staff writer

Vel-Ann Duarte, 38, who has seven children, suffered years of abuse from her husband.

"The last straw was in May," she said after discovering her husband had checked into a hotel in Mexico with a woman he referred to as his "wife."

Duarte said she was devastated at first, but with support from her mother and friends she decided to concentrate on her future rather than her past.

She decided to go to college.

Duarte's mother, who recently completed a master's degree, advised her to find out if this college had a women's center.

Duarte discovered this college has a women's center and that she qualified for a pilot program which helps re-entry women seeking non-traditional careers.

She was one of 27 women accepted into Project Access, a program funded for two semesters by a $70,000 Carl Perkins grant.

Although she missed the financial aid deadline, Duarte started classes in the fall because the program gave her a $258 loan to pay her tuition and provided textbooks and child care fo[illegible]r youngest at the child development center.

Recognizing a need for assistance to re-entry women like Duarte, Helen Vera, women's center coordinator, developed Project Access as a model program to provide information, encouragement and financial support for women enrolling in non-traditional growth fields.

Studies show women older than 30 are the fastest growing student group, a trend expected to continue into the 1990s, Vera said.

Non-traditional careers are fields under-represented by women and pay more than traditional women's jobs such as secretary, nurse's aide and child-care worker.

Some non-traditional careers are computer programming, management, fire science and radio-television-film.

A former bank teller, Duarte has chosen financial management as her major and hopes it will lead to a banking career.

The program was selected as a model Carl Perkins project and will be featured on Starlink, a community college video teleconference network, along with two other model projects from 3:25 p.m. to 4:30 p.m. April 30.

Vera hopes to continue the program beyond this academic year because it did so well in retention and student success.

She pointed out an 81 percent retention rate for the program and that 69 percent of the students maintained at least a 2.0 grade-point average and two students were on the president's honor roll. Twenty-seven enrolled in the fall and 22 continued in the spring semester.

Vera will apply for federal funds for another two semesters, but she hopes the college will find other means of funding the program if federal funds are unavailable.

To qualify, women must be classified as non-traditional students, meaning they have not been enrolled in college recently.

They must be willing to enroll in nine hours of college courses, put in six hours a week at the workshops and explore non-traditional careers.

Going to school full time was difficult for Duarte at first, but she relied on the help of June Esparza, an education support services technician, for encouragement and guidance.

"She was always there for me, any time night or day, and kept pushing me and telling me I can make it," Duarte said.

Another participant in Project Access, 23-year-old Lisa Selko noticed a program flier last August and signed up immediately.

Her 3-year-old son, David, goes to the child development center while she attends classes.

She appreciates the financial assistance plus the weekly help with study skills and goal planning.

"When you're scared and have a child, you don't want to do it alone," Selko said.

Patricia Velasquez, 25, said finding out about the program "was like a miracle."

"My sister kept asking my what I wanted to be in 10 years.

"She'd ask me what I did today to get closer to my goal. Then I went to see a counselor and she told me about Project Access," Velasquez said.

Velasquez is grateful to Project Access for reserving a space for her 3-year-old daughter, Katie, in the campus child-care center

Coming back to school was scary for the RTF major, but she said the program counselors helped bring out the best in her.

Like the others, Duarte looks forward to the twice weekly meetings which provide counseling, tutoring, speakers and field trips.

"If the program is not funded again, it will be a hardship for me," said the mother of seven turning her life around through education.

"I will have to give up going to school full time."

St. Phillips College

The Equity Center

- **History of Program**

  In the Fall of 1984, a Women's Center was started at St. Phillips College to address the needs of women. Since then, the center was renamed the Equity Center and has been targeted to serve vocational majors, single parents, displaced homemakers as well as other students.

- **Goals**

  To maximize educational opportunities for all students, in particular, vocational students, single parents and displaced homemakers, by providing day care funds, counseling, support groups, workshops and non-traditional career exploration.

- **Impact**

  Students are better able to cope with the rigors of college by having their day care, emotional and educational support needs met. This improves student success since barriers to achievement are removed.

- **Number/Roles of Staff Involved**

  1 Full-time, 10-month, Equity Center Coordinator who also has access to secretarial assistance and work study students

- **Characteristics of Students Participating in Programs**

  Vocational majors, single parents, displaced homemakers, primarily Hispanic, African-American and low income. Majority are women, many are first generation college.

- **Outside Recognition**

  Through the St. Phillips' public relations/information office, there have been T.V. and radio ads, including Equity Center services. Also, information has been printed about the Equity Center in the St. Phillips' newspaper *The Tiger*.

- **What Makes This Program Unique and Effective?**

  The Equity Center tries to actively recruit student opinions to determine what services would best meet student needs. Equity Center Coordinator also appears in classes to inform students of available services.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,685
Continuing Education (Non-Credit): 687
Number of Students Served (SP/DH/SPW): 319

1801 Martin Luther King Drive
San Antonio, Texas 78203-2098

Contact: Mara Hudock
(512) 531-3513

ST. PHILIP'S COLLEGE

A Point of Pride in the Community

CHILD CARE SUPPORT CENTER

CONTRACT FOR CHILD CARE SERVICES

This agreement is entered into by and between St. Philip's College, Alamo Community College District, hereinafter called "Institution," and ______________________ hereinafter called "Agency."

WITNESSETH THAT:

WHEREAS, the Vocational Education Act of 1991 provides that to encourage students to attend colleges and universities, such institutions are authorized to contract for the provision of child care services for full-time Vocational/Technical students. Funds will be approved and disbursed for regularly scheduled class days. All child care services will be contracted with private or public child care agencies who meet state regulations for child care facilities and licensure. All references to "student" will be interpreted as students of St. Philip's College.

NOW THEREFORE, the parties hereto agree as follows:

1. The Agency agrees to provide child care services to qualifying students attending St. Philip's College. It is understood that the Agency in no way guarantees to provide child care services for any particular number of students and the Institution in no way guarantees that any particular number of students will use child care services.

2. The Agency will provide evidence of compliance with State Licensure requirements. The contract is subject to immediate cancellation if the Agency fails to maintain State Licensure requirements.

3. Authorization for billing for every student is terminated at the end of each semester or upon notice from the Institution that the student no longer is qualified for child care services. The Agency may then desire to continue service to the student with the understanding that the student will then be liable for all charges incurred after due notice of termination by Institution. The Institution will provide reimbursement for college school days only. If child care services are provided to a student during official school holidays such as Christmas Vacation and Spring Vacation, it is understood that the student will be liable for such charges.

4. The Agency agrees to provide the Institution with a statement at the end of each month specifying the student's name, the child(ren)'s name(s), dates of service and the amount due for child care rendered. Holidays will be prorated on the normal weekly/monthly basis. The Institution will provide forms to facilitate the billing process.

5. The Agency agrees that no student will be denied services or subjected to different treatment under this Agreement because of race, color, creed, sex or national origin, and that it will comply with the provisions of the Civil Rights Act of 1964 (P.L. 88-352) as amended, and the regulations of the U.S. Department of Health, Education and Welfare which implements the Act, and with all other laws.

6. The Institution will determine which students qualify for child care services and provide appropriate certification to the child care facility. The Institution will provide transmittal information to each Agency on each student.

7. The Institution will remit payments monthly to the Agency upon receipt of a statement and authorization for payment by appropriate institution officials. Students are required to pay $50.00 per month per child for child care.

IN WHEREAS WHEREFORE, the parties hereto have executed this Agreement.

St. Philip's College

By ______________________
Director, Educational Support Services

Date ______________________

Agency

By ______________________

Title ______________________

Date ______________________

ST. PHILIP'S COLLEGE

A Point of Pride in the Community

CHILD CARE SUPPORT PROGRAM
STUDENT CONTRACT

Name: ______________________ SSN: ______________________

Day Care Center: ______________________ Semester: ______________________

I understand the following:

1. I will bring a copy of my St. Philip's College schedule to the Dependent Support Center before I am eligible for Child Care Services.

2. I will not be eligible for child care services if I drop below full-time status or my GPA drops below 2.0.

3. I will notify the Dependent Support Center immediately if I decided to drop a course or change my major.

4. The Dependent Support Center will not pay for child care when St. Philip's classes are not in progress.

5. I am responsible for registration fee. I must make arrangements with the center for payment of this fee and all others prior to admission to the center.

6. Any charges which exceed $62.50 per week per child will be my responsibility to pay. (Student must pay $12.50 per week for each child.)

7. I must abide by the child care center's general policies regarding fees, hours of service, and medication. I will report any special needs to the personnel of the facility.

8. I must notify the Dependent Support Center of changes in my marital status, address, phone number, employment status or other major changes.

Failure to comply with the Dependent Support Center guidelines that result in unauthorized payment to child care providers, may result in reimbursement by me to either the child care provider or the funding agent and will result in permanent suspension from the child care program.

I certify that I have read the above requirements and agree to comply with the program policies.

______________________ ______________
Student's signature Date

______________________ ______________
Child Care Support Center Representative Date

1801 Martin Luther King Drive • San Antonio, Texas 78203-2098 • (512) 531-3200
A College of the Alamo Community College District

CHILD CARE SUPPORT CENTER
LETTER OF INELIGIBILITY FOR CHILD CARE SERVICE

Date: ____________________

TO: ____
Applicant's Name

____
Address

____
City State Zip

****

This is to inform you that you are not eligible for Child Care Assistance due to the following reason(s):

__ Grade Point Average (G.P.A.) less than 2.0.

__ Major is not on the list of targeted Vocational/Allied Health majors.

__ Income level is more than $300 per person per month.

__ Less than full time (12 credits or 22 hours).

__ Application materials are incomplete.

____ ____________________
Child Care Support Center Representative Date

PARENTS!

A BABYSITTING NETWORK is now forming for those students interested in exchanging telephone numbers and addresses of other students. The purposes would be to allow students to help each other with childcare.

Anyone interested should contact the Equity Center Coordinator at 531-3518 or come by SLC 302-B.

*You must be a St. Philip's College Student and a parent to be part of the BABYSITTING NETWORK.

SUPPORT GROUPS

Now forming
For
Single Parents
or
Rape/Incest Survivors

Support groups offer:
- emotional support
- problem solving
- friendship

If you would like more information on these support groups or other support groups please contact Mara Hudock, Equity Center Coordinator at 531-3518 or come by the Equity Center, in SLC 302-B.

Support Groups are Free!!

South Plains College

First Step Program

➤ History of Program

In 1986, Lubbock Campus expanded Student Support Services by developing First Step. In 1991, Carl Perkins Grant awarded to South Plains College First Step Program allowed for further expansion of services to provide funding for child care, transportation, books and supplies. The Student Support Group meets twice a week. Both Lubbock and Levelland campuses have increased services to targeted populations who are enrolled in vocational/technical training.

➤ Goals

To increase services provided to the special populations which are expected to increase over the next ten years. To expand outreach program in order to inform estimated 15,000 members of special populations in the fifteen county area.

1) Continue the First Step program's counseling services to make preparatory services as well as vocational education and training more accessible to single parents, displaced homemakers and single pregnant women.
2) Conduct ongoing follow-up activities.

➤ Impact

Existing populations of single parents, displaced homemakers and single pregnant women are in need of improved access to vocational and preparatory educational services. These services eliminate barriers and prepare affected populations to pursue technical education, and eventually, enter employment. The provision of personal, vocational and academic counseling, and support services promotes the process of developing life-coping, literacy and transferable skills for the work place.

➤ Number/Roles of Staff Involved

2 Project Directors: Writing/application/directing of grant funds

1 Full-time Counselor:

2 Part-time Counselors:

2 Part-time Assistants:

➤ Characteristics of Students Participating in Programs

Single Parents: Divorced, widowed, never married, male or female students with children.

Displaced Homemakers: Male/female students who have been out of the community workforce and/or have been homemakers now needing skills to return to the workforce.

Single Pregnant Women: Needing skills to enter the job force and increase income.

✓ Urban ✓ Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 6,089
Continuing Education (Non-Credit): Not reported
Number of Students Served (SP/DH/SPW): 450

1302 Main
Lubbock, Texas 79401

Contact: Cynthia Llanes
(806) 747-0576

- **Outside Recognition**

  Newspaper article. T.V. spot: 7-minute presentation with a brief synopsis of the First Step Program on July 2, 1992.

- **What Makes This Program Unique and Effective?**

  (1) The active ongoing outreach efforts among affected populations,

  (2) Support groups

  (3) Personal relationship with other area service providers

  (4) Program has been in existence since 1986 (before the 1991 Carl Perkins funding). The program is effective because we provide non-duplicated services, network with those programs in place, provide services for those in the gray areas or are on waiting lists for existing agencies.

◆◆◆ A copy of *The First Step Program* brochure is enclosed in the information packet.

THE FIRST STEP

Many single parents, both women and men, and single pregnant women, find themselves in a situation where they have to support a family, but have no skills to offer an employer. Likewise, many homemakers are looking for employment for the first time outside the home and don't know where to begin. In many cases, the **FIRST STEP** into the world of work or into a better job can be a difficult one for homemakers and single parents.

South Plains College in Lubbock and Levelland offers you a new, **FREE** career counseling service to help you overcome some of the barriers that may be facing you in securing a better job or in finding employment. This program can help you identify your skills and interests. It can help you write that resume and prepare for a job interview. It can put you in contact with resource people who can help you complete your high school diploma. It can help you discover which jobs are available and what training is needed to get those jobs. It can help you make the **FIRST STEP** in a new direction. It can help you begin work toward a college degree and a better paying job.

The program is directed by licensed, vocational counselors who hold many years experience in helping people succeed at careers. They help you learn about yourself and which jobs are suited to your needs and skills.

THE WAY IT WORKS

Step 1

You take the **FIRST STEP** and telephone South Plains College in **LUBBOCK** at 747-0576, ext. 654, or **LEVELLAND** at 894-9611, ext. 358.

Step 2

One of our counselors schedules an appointment to visit with you and can also schedule a **JOB SKILLS/LIFE SKILLS** workshop.

Step 3

When you come to the South Plains College campus in Lubbock/Levelland, our counselors help you discover the skills and job interests you have. This is done through our monthly **JOB SKILLS/LIFE SKILLS** workshop.

Step 4

With the use of films and other materials, you improve your understanding of yourself. You find out what your strengths and weaknesses are in dealing with others. You learn how to make the right choices about important things in your life. You learn how to manage your time better.

Step 5

You are guided through career materials to help you understand what jobs are suitable for you. Counselors help you explore different careers which you may not have considered. You learn about job options and get new ideas.

Step 6

Once you have identified your job interests, you are informed about local job availability. You find out about the kinds of qualifications that are required to be hired for these jobs. You find out about the skills which you may already have and can be applied to these jobs.

Step 7

If you find you need further education, you are guided to the appropriate schools and are helped to enroll.

Step 8

If you need financial assistance for education, childcare assistance and/or transportation assistance, you are helped to begin the process necessary to determine if you are eligible to receive such aid. Counselors help you fill out all the necessary forms.

Step 9

If you have some job experience and skills, but you need help with the job search process, the counselors can help you in a number of ways. You are taught how to write a resume, how to fill out a job application and how to handle the job interview. You learn how to market your skills.

Step 10

If you apply for jobs and are not successful, the counselor conducts a follow-up with the employers to determine how The First Step Program can help you succeed the next time.

SOUTH PLAINS COLLEGE

THE FIRST STEP PROGRAM

JOB SKILLS / LIFE SKILLS WORKSHOP

WHO? South Plains College Student Support Services and Counseling offers this training to:

1. Single parents
2. Displaced homemakers
3. Single pregnant women

WHAT? A workshop to offer training in various areas of daily living and job-readiness.

WHEN? The training of 18 hours will be Monday through Thursday 9:30 a.m. - 3:00 p.m.

WHERE? The workshop will be held at South Plains College Division of Continuing Education in Lubbock. This is located at the Center of Innovation, 2579 South Loop 289.

HOW? Contact The First Step Program, Lubbock 747-0576 ext. 654, for more information (Continuing Education Credits will be awarded).

WHY? The workshop is designed to:

1. Assess individual needs and abilities
2. Introduce participants to educational and career opportunities
3. Develop job-search skills and job-readiness skills
4. Develop life skills.

THE FIRST STEP PROGRAM WORKSHOPS

1991		1992	
Sept.	9 - 12	Jan.	13 - 17
Oct.	7 - 10	Feb.	10 - 14
Nov.	11 - 14	Mar.	9 - 12
Dec.	9 - 12	Apr.	13 - 16
		May	11 - 14

Times will be 9:30 a.m. - 3:00 p.m.

TAKE THE FIRST STEP

A Life Skills and Career Preparation Workshop for Adults in Transition

Getting to Know Yourself

Attitudes and Self-Esteem
Motivation and Self-Discipline
Dependability/Punctuality
Wardrobe and Grooming
Assertiveness/Decision-Making
Communicating with Others
Stress Management
Time Management
Money Management
Using Community Resources

Preparing Yourself for Work

Identifying your Interests
Identifying your Skills
Upgrading your Skills
Obtaining New Skills
Setting Short-Term and Long-Term Goals
Preparing your Resume

Looking For A Job

Identifying Local Jobs
Networking
Volunteer Work
Part-Time and Temporary Work
Using Classified Ads
Using Agencies
Completing a Job Application Form
Preparing for the Interview

Getting and Keeping a Job

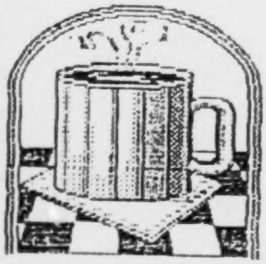
- Developing an Individual Action Plan
  - Employment
    - Exploratory Career Activities
    - Preparatory Level
      - Education
        - GED - Literacy
        - Remedial Classes
      - Enrollment in a Degree or Certificate Program

Practicing the Job Application
Practicing Interviewing
Understanding Job Benefits
Writing Follow-Up Letters
Starting Your New Job

Evaluation of Workshop
Awarding of Certificates of Achievement

STUDENT SUPPORT GROUP

First Step offers you the chance to learn, laugh, and share with your fellow students. Some topics we will present: *Parenting *Nutrition *Time Management *Stress Reduction *Juggling: The kids, homework, time! *School Survival *Budgeting *Career Choice, And much more!



Brown Bag Lunch Group will meet 11:30-12:30, Tuesday & Thursday STARTING October 20, 1992. Bring a sack lunch to Room 109.

SEE FIRST STEP OFFICE FOR MORE INFORMATION.

Women discover path to success through SPC's First Step Program

By JANET GOODE
Avalanche-Journal

Melodie Welch knows what it's like to struggle.

In 1989, she was left with two children to raise alone – Amber, now 12, and Michael, 7. Since she had never worked, she was without much money, a job or an education. She began working two jobs – as a gas station attendant by day and as a bartender by night – in order to put food on the table.

"But I felt I was in a dead-end job, going no where," she said. "I had never worked before and hated my job. I got into a spat with my boss and finally quit. One day, I was just lost, looking at the paper and I saw an ad."

The advertisement was for a seminar being offered by South Plains College to help single parents with job skills.

The college, through free career counseling and financial assistance, is helping single women – and men – take the first step to a better life by getting an education and, eventually, a job.

The First Step Program, which started in 1986, primarily began by providing career planning and placement. During the last year, a federal grant has enabled the college to offer financial assistance to single parents for child care, said Marti Kennedy, coordinator of the program.

"We will do all we can to get women into school and a job and career," Kennedy said.

Welch decided to sign up for the seminar and in January began taking classes toward a degree in human services. The college helped her receive a Pell Grant and also helped her with other financial support.

"When I went into the program, I got the feeling that I wasn't going through this alone," she said.

"There were people from all avenues in life there," she said. "First Step gave me confidence. It let me know it's never too late to return to school."

While in school, Welch has maintained a 4.0 grade point average while taking a full load of classes. She hopes to one day work for the Lubbock County Youth Services because she has discovered that she loves working with children.

A-J Photo/Jim Watkins

Positive choice

Melodie Welch talks enthusiastically about the choice she made to attend college and obtain a degree in human services. South Plains College's First Step program is helping her reach that goal.

"Before, I really had no idea where I wanted to go. I found out that I enjoyed talking to people and working with people."

However, Welch said that returning to school wasn't easy. She makes ends meet through grants, financial aid and child support – and a little optimism.

"I scrimp and I save ... but if you compare spending two years of your life in school like that to spending the rest of your life working two jobs, you'll see it's worth it.

"I'm really optimistic," Welch said. "I felt like I was in a hole, and I was digging myself deeper and deeper. I didn't see a light until First Step came along. It gave me enthusiasm and pride.

"College doesn't just educate you, it gives you self-esteem."

The program also works as a support group, Kennedy said, offering weekly brown bag lunches and on-going seminars and workshops.

A new facet of the program includes steering people wishing to work toward non-traditional fields, such as truck driving for women. The program focuses on helping these workers deal with negative stereotypes and prejudices.

Any single parent, any homemaker who needs to develop job skills and any single pregnant woman who cannot support a family can be helped through the program.

"If a person comes in and says,'I'm not getting child support,' or whatever, I'll say, 'Why not?' " Kennedy said.

The college program also acts as a community referral service and helps the First Step students find help – whether financial or otherwise – through outside agencies.

Rachel Placencia made the decision to call First Step after her parents' divorce left her to raise two brothers.

"They were very understanding, very warm, when I called," she said.

She began taking classes and after four months, she passed the clinical tests and is now working as a certified nurses aid. She tends to patients or clients who call on private home-health agencies for nursing services. She also works on-call hours for a patient care service and sometimes spends weekends with patients who need live-in help.

"It's not an easy job ... but I like it," she said. "Education is really important. Anybody can have skills, but when it comes to knowledge, you just need it.

"I just wish these people you hear about that keep dropping out (of school) would go back – even if it's not easy."

Texas State Technical College at Amarillo

Telecommunications Technology

➤ History of Program

TSTC-Amarillo's Telecommunications Technology program was recently authorized by the Texas Legislature and approved by the Texas Higher Education Coordinating Board for start-up in January of 1992.

➤ Goals

To provide industry with trained, entry level technicians. Graduates will possess good basic skills enabling an employer to continue in specific job training. Also program will provide an excellent foundation for working towards a Bachelor's degree.

➤ Impact

Program is far too new to determine impact at this time.

➤ Number/Roles of Staff Involved

One Program Chair who is responsible for directing the future path of this program. Additional responsibilities include equipment acquisition, recruiting, instructing and advising. One instructor is also involved with this program.

➤ Characteristics of Students Participating in Programs

Approximately 50% of the students are recent high school graduates. The other 50% are 26 years or older, married or job retrainees.

➤ Outside Recognition

TSTC-Amarillo's Telecommunications Technology has been studied by other community colleges and a four-year university as a model for similar programs elsewhere.

➤ What Makes This Program Unique and Effective?

This program is a rare blend of telephone and radio frequency training which is currently required for industry.

Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 591
Continuing Education (Non-Credit): N/A
Number of Students Served (SP/DH/SPW): 33

P. O. Box 11197
Amarillo, Texas 79111

Contact: Debby Carey
(806) 335-2316

Metrology Technology

- **History of Program**

  Program was authorized in the Summer of 1991 by the Texas Higher Education Coordinating Board and funded by the Texas Legislature in September of the same year. TSTC-Amarillo's Metrology program is the third in the nation to offer a degree in this area.

- **Goals**

  The program's goal is to graduate 5+ students annually with the technical skills in both engineering and technology, allowing them to become an immediate asset to a wide range of industries.

- **Impact**

  TSTC-Amarillo's Metrology program will provide industries with an individual capable of entering into many areas. These students will meet education requirements dictated under a Global Quality Program required for any export from the U.S.

- **Number/Roles of Staff Involved**

  One Program Chair with the overall responsibility of the program, i.e., course material, equipment procurement, advising and teaching. One instructor serving as instructor and advisor.

- **Characteristics of Students Participating in Programs**

  Intellectually above-average. To date, 90% or greater are TASP exempt. Students are highly motivated, ethical and technical minded.

- **Outside Recognition**

  Featured in the National Conference of Standards Laboratories newsletter in July 1992. TSTC Amarillo's Metrology Program Chair has been selected by NCSL Board of Directors to chair the Education System Liaison Committee.

- **What Makes This Program Unique and Effective?**

  Metrology Technology is a blend of technologies: electronics, dimensional, physical, mechanical and chemical. Instruction is broadly based and covers measurements in all of the above areas.

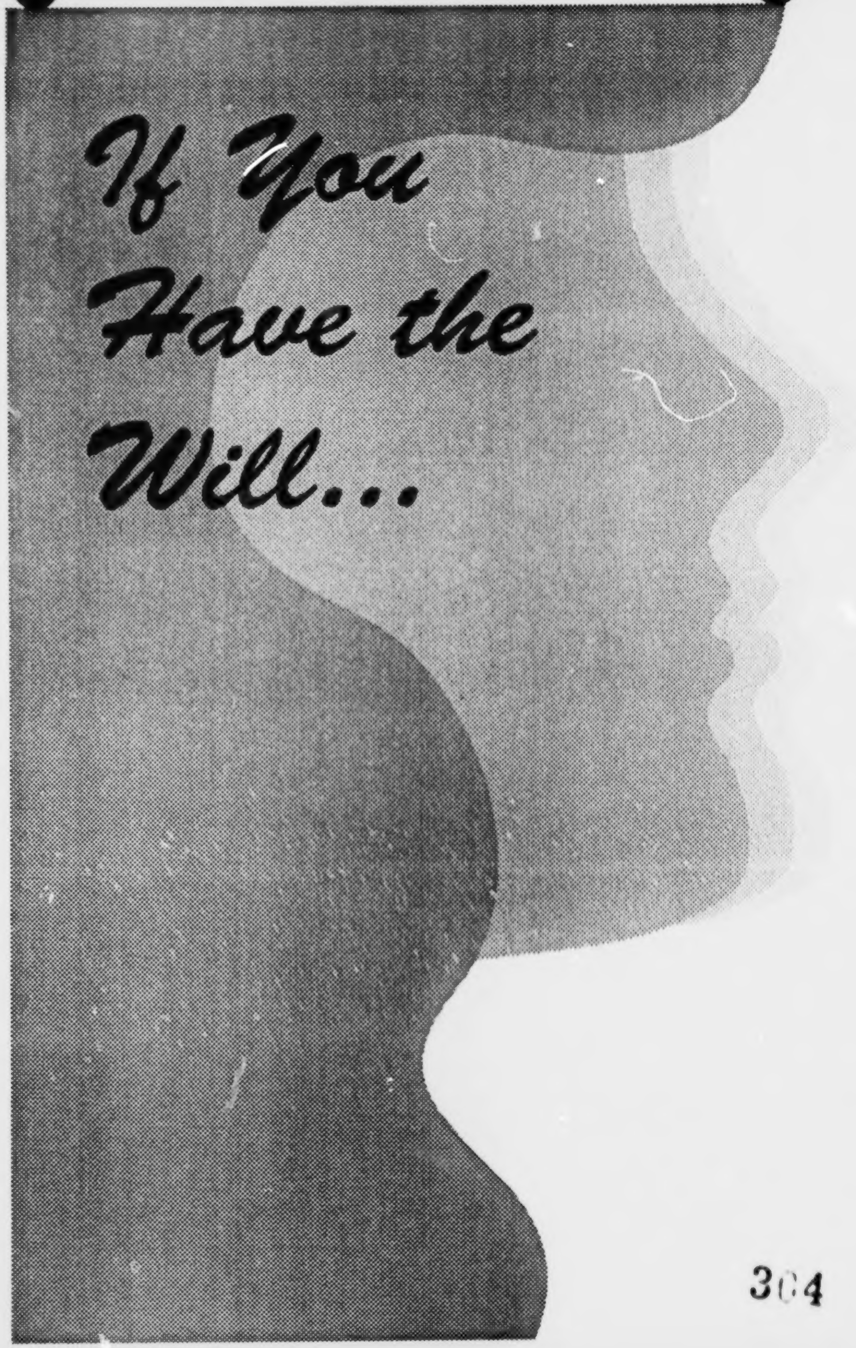
Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 591
Continuing Education (Non-Credit): N/A
Number of Students Served (SP/DH/SPW): 33

P. O. Box 11197
Amarillo, Texas 79111

Contact: Debby Carey
(806) 335-2316

Texas State
Technical College
Amarillo

Put Your Degree to Work!



If You Have the Will...

We Have a Way!

Our new **Women's Resource Center*** can help you further your education and qualify for a well-paying technical career. We know sometimes the odds can seem overwhelming, especially if you're a single parent or expectant mother, displaced homemaker or disabled. But the special staff and support services are designed to integrate and help women **succeed** in what was once only a "man's world."

Texas State Technical College has always reached out to bring women into technical education---where the jobs are! Seven of our programs have women chairpersons. A wide array of technologies---from Metrology, Telecommunications and Electronics to Instrumentation, Drafting and Design, and Chemical Technology---are waiting for **your decision and determination!**

Call now for more information:
Coordinator of Support Services
806-335-2316, ext. 253

The Women's Resource Center* offers:

- Single Parent Services
- Child Care Assistance
- Financial Aid
- Counseling/Mentoring
- Tutoring
- Career Placement
- Services for the Disabled
- Housing

...and more!

Texas State
Technical College
Amarillo

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* Funded by Carl D. Perkins Vocational Education Act

BEST COPY AVAILABLE

Student Contract for Child Care Services

TSTC - AMARILLO

I, ______________________________, fully understand that:

1. I must remain a full-time student (12 hours or more) at TSTC-Amarillo and maintain a cumulative 2.0 grade point average to receive child care assistance.

2. TSTC-Amarillo will pay for child care services only during the time that I am in attendance to class, involved in a training activity related to my program of study or working. (A work place phone number must be given to the care provider).

3. I have received a copy of the TSTC child care assistance schedule. I agree to pay the balance due and owed to the child care provider each month and in a timely manner.

   If my provider does not choose to enter into an agreement with TSTC, I must pay the full amount to the provider and be reimbursed the following month by TSTC according to the monthly child care assistance schedule.

4. I agree to provide the Director of Guidance and Counseling a copy of my class schedule by the end of the 3rd class day of the quarter and will report changes as they may occur.

5. I must inform the Coordinator of Support Services of my needs for continued child care 2 weeks prior to the end of each quarter that I am enrolled.

6. I agree to contact the day care provider of any and all absences and understand that an unexcused absence with a duration in excess of 5 consecutive days may result in the termination of child care assistance.

7. Child care assistance is subject to cancellation when funds are no longer available.

8. TSTC-Amarillo is not liable or responsible, under any circumstances, for accidents involving my child.

9. I further agree to bear any personal expense incurred due to accidents.

10. I must provide proof of financial need, upon request, as is required by the funding agency.

TSTC-Amarillo:	Student:
______________________________	______________________________
Date ________________________	Date ________________________

(revised 8-93, DC)

Texas State
Technical College
Amarillo

INSTRUCTIONS FOR COMPLETING CHILD CARE ASSISTANCE APPLICATION

1. Complete Child Care Assistance Application and return to Student Services. All questions must be answered in order for application to be considered. This is the **YELLOW** form.
   a. You will need to furnish Student Services with the most recent copy of your Financial Aid award letter

      or authorization for expenses to be paid by the Texas Rehabilitation Commission (TRC)

      or authorization for expenses to be covered by the Job Training Partnership Act (JTPA).

   b. A letter of recommendation from the Program Chair of your department. An exception to this may be new students enrolling at T.S.T.C.-Amarillo for the first time.

2. It is up to the student to make their own selection of the day care provider to be used. A list of day care centers willing to contract with T.S.T.C.-Amarillo is provided. An additional list of all C.C.M.S. vendors is also available. It is the student's responsibility to furnish the provider of their choice with the **Request for Services** (**PINK form**) if day care services are needed **immediately**. The day care provider will need to complete this form and return it to T.S.T.C.-Amarillo either by mail or by the student. A contract will be negotiated with the day care provider as soon as possible.

3. Sign, date and return the Student Contract (**TAN** form) to Student Services once day care arrangements have been made.

Texas State
Technical College
Amarillo

TRANSPORTATION ASSISTANCE REPORT

Name: ______________________________

Address: ______________________________

____

Telephone: __________________________

Vehicle Information:

Make ____________________

Model ____________________

Year __________

License No. ____________

Date	Destination	Beginning Odometer	Ending Odometer	Number of miles

I certify that classes were attended on each day claimed and that the above mileage is true and correct to the best of my knowledge.

Total Miles: ________

Date: ________ Signature: ____________________

FOR OFFICE USE ONLY

Total No. of Miles __________ @ 25¢ per mile = $____________.

Account: ____________ ____________________ Signature ____________ Date

(8-93, DC)

TEXAS STATE TECHNICAL COLLEGE
STUDENT PRIORITY SERVICE MATRIX
SEX EQUITY, CHILD CARE AND SUPPORT SERVICES

SOCIAL - ECONOMIC FACTORS

		SINGLE PARENT	DISPLACED HOMEMAKER	ETHNIC MINORITY	FINANCIAL AID RECEPIENT	AFDC / FOOD STAMPS	CLIENT TRC, JTPA	HANDICAPPED	1ST GENERATION COLLEGE STUDENT	ENGLISH AS A 2ND LANGUAGE	HIGH SCHOOL DROPOUT
STUDENT'S MAJOR	NON-TRADITIONAL	11	10	9	8	7	6	5	4	3	2
	TRADITIONAL	10	9	8	7	6	5	4	3	2	1

APPLICANT'S NAME

DETERMINED BY

TOTAL SCORE

DATE

Texas State Technical College at Sweetwater

Rolling Plains Equity Program

➤ History of Program

Child Day Care Assistance has been provided to qualified students at Texas State Technical College-Sweetwater either on campus or at specified day care sites for approximately ten years.

In 1991, the program received a Carl Perkins discretionary grant award so that the program could be expanded to meet rising needs of students who are single parents and displaced homemakers. The project was developed in conjunction with a local non-profit, community action program which is designated as the area Child Care Management Services coordinator by the Texas Department of Human Services. Now in its second year of operation, the project is being expanded again to meet additional needs of students in the program. Other students on campus who are qualified for assistance receive child care services through Carl Perkins Basic Grant funds but are not included in the information on the Rolling Plains Equity Program.

➤ Goals

To continue the Child Day Care portion of the project according to the procedures established during the 1991-1992 program year.

To provide for the initial establishment of many of the special services identified as currently lacking by student surveys and interviews.

To provide avenues to equity information and referral networks.

To provide specialized counseling and academic tutoring.

To provide a lending library of textbooks for programs with high concentrations of qualified Special Populations students.

➤ Impact

It is predicted that by providing financial help in the area of child care, continuous psychological support (self-esteem, motivational, self-confidence, etc.), and active participation by the director/counselor that the entrance to and successful completion of Texas State Technical College-Sweetwater will be enhanced. The impact of the program is tracked and analyzed through statistical surveys, computer data entry, and personal contact with the Equity Program Counselor.

➤ Number/Roles of Staff Involved

One part-time (20 hours/week) counselor, access to grant professional, and access to part-time clerical help as needed.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 715
Continuing Education (Non-Credit):
Number of Students Served (SP/DH/SPW): 48

300 College Drive
Sweetwater, Texas 79556

Contact: Carole Patterson
(915) 235-7415

- **Characteristics of Students Participating in Programs**

  Determination to better self (as exhibited by their making the effort to enroll in the first place).

  History of low self-esteem (greatly improved by entering and completing even one quarter successfully).

  The majority of students in the program receive help from AFDC, JTPA, or TRC.

- **Outside Recognition**

- **What Makes This Program Unique and Effective?**

  The personal involvement on the part of the director with each student in the program makes this an effective program. Included are advice/counseling to abused females, study skills classes, and recognition of good grades.

APPLICATION FOR ADMISSION TO CHILD DAY CARE ASSISTANCE PROGRAM
TSTC Sweetwater___Abilene___Breckenridge___Brownwood___

1. Do you have ALL of the following: 1) proof of payment of tuition and fees or sponsorship to pay same, 2) proof of qualification for financial aid, 3) copies of birth certificates or legal guardianship for the children in question?

If not, please stop. YOU MUST QUALIFY FOR FINANCIAL AID AND SUPPLY THE ABOVE DOCUMENTATION IN ORDER TO ENROLL IN THE DAY CARE ASSISTANCE PROGRAM.
If so, please continue.

2. APPLICANT NAME______________________________________
last first M.I. ss#

__________ male __________ female __________ single __________ married

SWEETWATER ADDRESS______________________________________
street phone #

PERMANENT ADDRESS______________________________________
street city zip code

3. Major Program____New Student?____Quarter?___Project Grad._____

Occupation prior to enrollment______________How long?________
Currently Employed_____? If so, where?__________________

4. FINANCIAL:

Pell Grant______SEGO_______Sponsoring Agency________________

Other Agencies______________________________________

CCMS________________Child Care Facility____________________

5. CHILDREN:

1.______________________________ name d.o.b.
2.______________________________ name d.o.b.
3.______________________________ name d.o.b.
4.______________________________ name d.o.b
5.______________________________ name d.o.b.
6.______________________________ name d.o.b.

I acknowledge that the above information is true and accurate to the best of my knowledge and that deliberate supplying of false or inaccurate data will adversely affect my application's chances for approval. I further understand that if my application is approved, I will be subject to all provisions and guidelines of the TSTC-Sweetwater Child Day Care Assistance Program policy and procedures.

For Office Use Only
SP____ NT___ DA1___ H___
DH____ SPW__ DA2___

____
signature date

Initial contact -

1. Intake application is completed in person giving the director the opportunity to make initial contact and establish a relationship as counselor and advisor thus being in the position to facilitate the completion and quality experience of student's education.

   The two basic criteria, after status of single parent, pregnant female, displaced homemaker or non traditional student is determined, is eligibility for Pell Grant and qualification for total or partial help from Child Care Management Services. As these two areas have been researched and guidelines established it was considered that to duplicate would not be an efficient endeavor.

   At this point in the interview referral to other agencies can be extremely important. Close contact and rapport with Texas Rehabilitation Commission, Job Training Partnership Act, Aid to Families with Dependent Children-Up, Medicaid, Food Stamps must be maintained in order to detect if student is eligible for help from any of these sources.

2. Once eligibility is determined the student has another personal interview during which time the terms under which they agree to operate are discussed. (See enclosed form) The regulations on this form are designed to maintain personal contact throughout the program with the coordinator, emphasize the responsibilities the student has concerning continued participation in the child care assistance program, and the responsibilities of both counselor and student to maximize the overall development of the student.

   The personal tracking of each student including grades, attendance, participation in extra curricular activities, and seminars and personal counseling in the areas of stress management, child development, and self esteem all serve to help develop well rounded human beings.

3. Quarterly Interview (See attached)

Name ______________________________ Program____________GPA______

I understand that to continue participation in the TSTC Child Care Program:

Show proof of Pell Grant

Call Child Care Management Services at least once a month to check on my status with them. I understand that if they pick me up for participation in their program I have the right to refuse; however, this disqualifies me from participation in TSTC's program.

I must attend all called meetings during the quarter.

I must check with Mrs. Patterson before my class or program changes, before any changes in my daycare situation, and before registration each quarter.

I will maintain a 2. GPA or be subject to losing my benefits in this program.

I will inform Mrs. Patterson of any significant financial or marital changes.

I understand that benefits are covered for only one program which must be finished in the time frame as per catalog.

I understand that my bill for the past quarter is $______________

I estimate that my bill for this quarter will be $______________
(these last two provisions help create an awareness of the cost of an education and the responsibilities of the student to progress as efficiently and productively as possible)

THIS FORM IS TO BE FILLED OUT EACH QUARTER IN PERSONAL INTERVIEW

Women in Technical Education

➤ History of Program

The Texas State Technical College at Waco's Women in Technical Education program is networking to make a difference! A difference in technical education, a difference in the workplace, a difference in the lives of women, a difference in the lives of their families, a difference in the city, county, state and even the nation. The Women in Technical Education has been networking with social agencies within the ramifications of Texas to make a better life for themselves and their families. These services are offered to all women, be they young, middle-aged or older, rich or poor.

Through the dedicated efforts of the center staff and campus volunteers, services have been provided for recruiting the prospective student and increasing retention of enrolled students. Recruitment of special populations such as GED participants, teen pregnancy participants, and various other women's groups with special attention given to clients of the Texas Department of Human Services. In addition, we are implementing a program to address the image of technical education through awareness seminars and campus tours for grades K-12.

Retention is the key to success and eventual graduation of this population. Extra efforts have been given to producing quality workshops, seminars, support groups, women's fairs, symposiums, open forums, and interaction with other local college campuses. Combined efforts of the Women in Technical Education program with campus housing and Student Activities has served to increase our retention activities. More and more faculty members are not just referring their problem students but are working in conjunction with the Women's Resource Center Director to work out problem situations.

The addition of child care to the Women in Technical Education program has given us another vehicle in which to attract and retain the female student. Through the offerings of this program 43 students are being assisted with child care payments. These students have an average of two to three children each. Mandatory quarterly orientations and seminars are held for these recipients.

The wonderful facility that now houses the women in Technical Education is one of the greatest gifts and incentives for women, their spouses, families and any other prospective or present day students. The campus and community support in helping to develop this resource facility and wholesome atmosphere has been phenomenal.

In addition to the wonderful facility, recruiting and retention strengths of the center efforts have included:

- Even with the 1991 closing of several programs that largely targeted female populations, enrollment of women has increased from 17% to 21% in 1992
- Networking with other campus departments and their personnel to provide service to enhance recruiting, positive growth and development of our students, and meet the challenging goals and objectives of the Women in Technical Education

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✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 3,534
Continuing Education (Non-Credit): N/A
Number of Students Served (SP/DH/SPW): 201

3801 Campus Drive
Waco, Texas 76705

Contact: Frances Worthey
(817) 799-3611

- With limited staff support and lack of budgeted finances, much has been achieved that has benefited our students and TSTC in general
- Support, networking system, finances, and contributions from the community
- Using community resources, including social services agencies, day care centers, and medical facilities
- Perseverance, along with a desire to see an increase in female enrollment and a strong desire to see these women graduate, has played a key part in accomplishing many of the goals and objectives of the program
- Support, encouragement, volunteer hours, and financial assistance from campus administration and other employees
- Development of a program model that other campuses wish to use

Shortage of staff is one major obstacle faced by the program. A director and secretary are the only staff employed through the grant funding. Original plans were that the Center would be open from 8 a.m. to 8 p.m. Monday and from 8 a.m. to 5 p.m. Tuesday through Friday. However, the Center is currently open Monday-Friday 8 a.m. to 8 p.m. and most Saturdays. This was an unforeseen obstacle, but there is such an array of activities and demands placed upon the program that more open hours have been required. Progress in some areas is low due to lack of necessary resources. Lack of funding is a problem, and in some cases hinders our productivity.

With all of our strengths as well as our weaknesses, the Women in Technical Education Program still moves onward. We are challenged to do our very best. Further challenges include efforts to:

- Increase the recruiting efforts to involve women in technical education
- Continue strengthening a program for retention that will meet the needs of our students and their families
- Broaden our base of community, state and national networking in order to create an awareness of the need for a "new technician," created through a resource directory
- Enhance our total student packet so it will be even more conducive to meeting the needs of our students
- Improve present services, develop and implement a more comprehensive health services program (seminars, workshops, resource directory, health fair, and networking system that includes medical facilities)
- Improve and implement a comprehensive child care assistance program conducive to meeting our increasing population
- Help promote TSTC as a viable source of technical education and assistance for job placement

Lastly, we are committed to the goals and objectives outlined for the Women in Technical Education program. We envision it maintaining a vital part of the year in technical education, making contributions to the growth, development, graduation and career success of women in a technical environment.

➤ Goals

This three-year development project, Women in Technical Education, is designed to develop and implement a comprehensive model for the recruitment and retention of women at Texas State Technical College Waco. Each component/recruitment and retention has been designed to function with its own goals and objectives. Outcome objectives are stated as:

- To develop a comprehensive program for the recruitment of women in technical education.
- To research, design and implement a multi-purpose program to meet the needs of women in technical education.

➤ Impact

Data and analysis, related to quality development of the model and continuous process improvement, involve the creation and use of performance indicators. Performance indicators are measurable characteristics of products, services, processes and operations the college uses to evaluate performance and to track progress. Texas State Technical College Waco will utilize indicators of institutional effectiveness that have been selected by the college as its quality performance indicators:

- Student educational satisfaction
- Student personal development
- Professional development and quality of staff
- System openness and technology leadership
- Student career development
- Staff employment satisfaction
- Ability to acquire resources
- Organizational quality

The Project Director, with assistance from the Director of Institutional Research and the Project Advisory Committee, will assume responsibility for a summative evaluation design that will determine quality outcomes. Upon completion of the three-year cycle, data provided through this evaluation effort will be utilized to validate the process improvements throughout the development period and for dissemination of the quality model.

➤ Number/Roles of Staff Involved

1 Director

1 Secretary

3 Texas Department of Human Services (2 Case Managers/1 Clerk)

To be hired by November 1, 1992: 1 Counselor/1 Clerk - position descriptions not available

(Please see attachment)

➤ Characteristics of Students Participating in Programs

Implementation processes, designed to travel two distinct paths - recruitment and retention that, ultimately, will merge to provide an integrated system. Recruiting women into technical education involves:

1) Career awareness for K-12 girls.
2) Image enhancement of technical education.
3) Image enhancement of technicians in the Texas workforce
4) Articulation of TSTC Waco as a leader in technical education and job placement.

Support services for retention of female students in technical education include, but are not limited to:

1) Educational and personal counseling.
2) Support for child care.
3) Support groups.
4) Seminars and workshops to build self-esteem
5) An integrated network of local and state agencies and individuals for assistance to women and children
6) Support services for handicapped and disabled female students and/or their children

7) Mentors in the community supportive to women in school and mentors across the state who will serve as a support system as women graduate and move into the workforce

8) A program to sensitize a male-dominated technical environment to the needs and constraints of female students, including enhanced communication, staff development for faculty on gender differences in technical education and enhanced faculty counseling of female students.

Evaluation will be formative and summative throughout the development and implementation of the program.

➤ Outside Recognition

Numerous newspaper articles, recognition from Governor Ann Richards for Women's History Celebration at Texas State Technical College Waco, and commendations from community organizations.

➤ What Makes This Program Unique and Effective?

Historically, technical education has been a male-dominated environment of both students and faculty. Women in Technical Education is intended to create and implement a comprehensive model for the recruitment and retention of women at Texas State Technical College Waco. Further, this program will emerge as a dynamic model for Texas and the nation through ongoing research and analysis to identify those variables that are most significant in the achievement of successful outcomes for women in technical education. Knowledge acquired, as well as processes developed, programs and publications created through this endeavor will first be disseminated and diffused throughout the Texas State Technical College system and then to other technical environments as appropriate.

LINKAGES

*TEXAS DEPARTMENT OF HUMAN SERVICES

Monthly counseling sessions were established in September, 1991 whereby a case manager was placed in the Women in Technical Education facility. These sessions provided services to an average of 39 students per visit. Networking has caused an agreement between this agency and TSTC for two case managers and one clerical person to be housed in the Women in Technical Education program full time. The agency will provide on site counseling, services for AFDC (Aid to Families with Dependent Children), AFDC-UP (Aid to Families with Dependent Children), food stamps, Medicaid, transportation allowances and child care.

*WACO HOUSING AUTHORITY

Family Self-Sufficiency Housing

This program provides monthly rental assistance for approved student housing. Students have the option of staying on the program up to five years. The students must maintain a 2.0 Cumulative Grade Point Average, attend support groups and other mandatory seminars and workshops. The object is to assist the students in moving from co-dependency to self-sufficiency.

*TEXAS STATE TECHNICAL COLLEGE WACO - FINANCIAL AID OFFICE

This has been a vital part of the Center's growth and development. This campus office provides scholarships, emergency loans, tuition loans, book loans, financial counseling and general financial assistance.

*CENTER FOR ACTION AGAINST SEXUAL ASSAULT

This center works to promote the prevention of rape and sexual assault. They provide counseling, lectures, self defense demonstrations. Through our networking, they provide quarterly seminars for our students. The agency keeps us stocked with brochures and other noteworthy literature.

*SALVATION ARMY

This social service agency has been most helpful in assisting students with delinquent rent payments. They also provide food vouchers, shelter and clothing. Other services include transportation for medical emergency or death in immediate family, bus ticket or gas money for out of town.

*CARITAS

Numerous referrals have been made to this agency over past years. They offer help with personal needs such as medical prescription vouchers, food, clothing, baby items and psychological counseling, rent, utilities, and transportation. Low cost or free clothing, shoes, and household items.

*ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION

This has been one of our new found referrals for immediate assistance with emergency shelter, delinquent rent, food vouchers, medical prescriptions payments, and utility bills.

*CENTRAL PRESBYTERIAN CHURCH

A wonderful additive to our resource directory, this church has given seven scholarship loan for the spring quarter, 1992. They have also provided a family with furniture and counseling services. The loans are used for books and tuition.

*CHILD CARE MANAGEMENT SERVICES

Through the linkages of DHS and the Women in Technical Education Program a comprehensive program for the referral of our students for child care assistance has been development. Students are utilizing this program daily and the almost immediate services is an incentive to our students. In addition, we have developed a working relationship with most day care providers. Child Care Management Services has met three times at the Center. Meetings included a mandatory meeting for day care providers in McLennan county and surrounding counties.

**CENTRAL TEXAS WOMEN'S ALLIANCE

The Mentoring Program is in full blossom. This program is in conjunction with the DHS, TSTC and McLennan Community College. and the CTWA. The continuous efforts of the mentoring program has provided support to a number of our students and an encouragement marker to prospective enrolle. This program has helped women move with assurance toward self-sufficiency. In to the mentoring program, the CTWA and TSTC Women in Technical Education program has worked together with various other related women's groups to enhance the awareness of the role of women in history. Further work has been done in support of women, their needs and most importantly their education and success.

**RESOURCE DIRECTORY

A directory of available resources has been developed with the needs of women and their families in mind. This publication includes help for medical, housing, counseling, financial, child care and more. It has a listing of on and off campus resources.

COOPERATIVE AGREEMENT BETWEEN
TEXAS STATE TECHNICAL COLLEGE WACO
AND
TEXAS DEPARTMENT OF HUMAN SERVICES, REGION 06

RESPONSIBILITIES: The parties agree to carry out the following responsibilities:

A. Referral:

The Texas Department of Human Services will refer clients to TSTC for education, using 2706.

B. Information Exchange:

TDHS will use the 2706 referral form.

C. Reporting:

1. TSTC agrees to make information accessible to TDHS for compilation of weekly attendance report of TDHS AFDC clients including those who were not directly referred by TDHS staff.
2. TSTC agrees to provide to TDHS enrollment information on all TDHS AFDC clients including those who were not directly referred by TDHS staff.

D. Services:

1. TDHS will provide supportive and follow-up services to its clients as prescribed to TDHS prior to, during, and after termination from community based services.
2. TSTC will provide all applicable educational services, including remediation and/or GED testing.
3. TSTC will provide enrollment, attendance, and completion reports of AFDC clients on a weekly basis to TDHS, using a form to be designed and/or agreed upon by both agencies. Ronnie Higgs, Director of Financial Aid, TSTC Waco, will be responsible for facilitating this information.
4. Frances Worthey, Director of Women's Resource Center, and Ramona Randolph, Secretary, will serve as contact persons for TDHS caseworkers and clients.

WOMEN AND TECHNOLOGY

Group provides help for harried students

By JILL PETRI
Tribune-Herald staff writer

■ Junior high girls explore math, science opportunities/1C

A club that began to help new female students has become a support group for all Texas State Technical College students.

Women on the Move was the brainchild of four female TSTC students who wanted to help others make an easier transition into college life.

"We originally started it to help newcomers through registration and tell them what aids were available to them," said fourth-quarter student Tommy Miller.

"What it has turned into is like a support group," Miller said. "We're trying to get it together to be a family-oriented group. Not just for women, but for families."

Through the Women's Resource Center at TSTC, the club is putting together activities for other students.

Child care, textbook loaning and food bank programs are some of the projects the group has put into practice.

"We want to benefit the family emotionally, financially and physically," Miller said. "If they're out of food, we want them to know they can come to our group for assistance."

Coming together for assistance and support is not always easy for people to do, said Annette Delgado, a fourth-quarter student.

"When you've just hit that brick wall and you don't have time to do things with your family and study, you need somewhere to turn," Delgado said.

Without an outlet, stress for students can sometimes result in dropping out of school, said Frances Worthey, the director of the Women's Resource Center. For a single parent, going to school may be the first thing to be dropped from a busy schedule, she said.

'We're here to help better prepare people not only in education and the workforce, but in family and family training," Worthey said.

"We're here to help them answer the question, 'How do I balance the world of work and school and family and still have time for myself?' " she

Please see SUPPORT, Page 12A

SUPPORT

Club offers help to busy TSTC students

☐ From Page 1A

said.

Survival skills classes covering topics such as time and money management help the people who seek help from the center, Worthey said.

Tutoring and mentoring programs are also being established through the club at the center.

"They are role models, and they are helping other women and their families," Worthey said of the club members.

Some of the single mothers said they try to encourage others like themselves to enroll at the school.

Miller said the affordable, hands-on training pays off in the end. But she said she also understands the fear of going back to school.

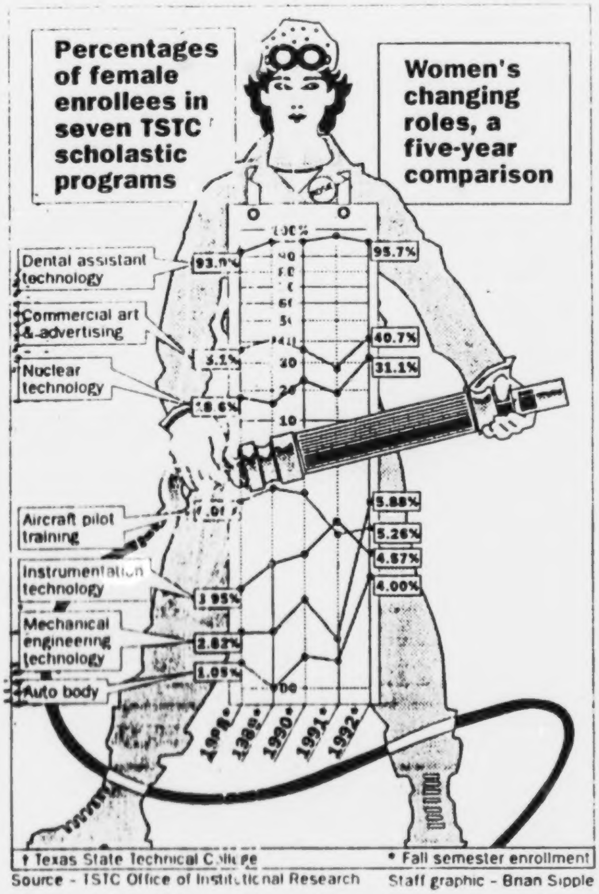
"I'm a single parent with three children, and you can't make a living on $4.25 an hour," she said.

"I was so scared my first day in class I was almost in tears," she said.

Along with seminars and workshops, the center offers a "refuge" for women and their families, Worthey said.

"Whatever their walk in life is, we're here to be a support for them," she said. "The club is another means of support, and we do work together to help all of our students.

"Technical education is exciting," she said. "It's alive, and it's calling each day to men, women, single parents and families. The club is sending out that message, and the center is the deliverer. It's just bringing a certain amount of joy to our campus."



Source - TSTC Office of Institutional Research Staff graphic - Brian Sipple

WACO TRIBUNE-HERALD

Staff photo — Rod Aydelotte

Frances Worthey (standing right) visits with those who took part in after-dinner activities Thursday at the Texas State Technical College Women's Resource Center.

Resource center at TSTC geared to women's needs

By JANA COLLIER
Tribune-Herald business editor

Texas State Technical College was often thought of as a man's institution.

Classes called "aircraft repair" or "electronic technology" didn't appeal to many women in the past.

But the school is changing its image.

It recently opened a resource center geared specifically for women. Officials hope the center will help TSTC recruit more female students and keep them in school until they graduate.

"Look at the workforce," said Frances Worthey, director of TSTC's Women's Resource Center. "The nation's workforce is going to go through dramatic changes in the 1990s. A larger number of people are retiring, and businesses are losing their skilled laborers. The time has come for them to tap their resources. Who's out there? Who's available? Women.

"Therefore, to prepare for the nation's workforce, we need to take a look at our resources," she said.

Worthey said TSTC organized a group of women about two years ago to consider what the school could do to attract more female students.

The group concluded that women — usually the primary caretakers for their families — had specific problems the school wasn't solving, Worthey said.

Female students and single, male parents need extra support to get through college, she said. In addition to the stress of college, they have families to care for, Worthey said.

In addition, women who enter traditionally male fields need emotional support, she said.

"Once we get these women here, what happens to them?" Worthey said. "A lot of these women have never worked outside their homes. They don't have the skills they need or the finances."

The group received a grant and started operating a women's center in July 1990. However, the grant did not cover the cost of a building.

This month, the Women's Resource Center moved into its own facility at 3801 Campus Drive. The facility has rooms for meetings and seminars, as well as a nursery and a kitchen.

The center offers seminars on building self-esteem. It teaches parenting and survival skills and offers a mentoring program that pairs female students with women who are leaders in the community.

The center also offers family counseling and children's services and is working to make faculty members more aware of the problems female students face, she said.

The center even helps students get money to continue their educations and helps needy families find shelter or food.

TSTC hopes to use the women's center as a recruitment tool.

"We want to address the image of technical education," Worthey said. "We want to get into the minds of these young people, and eventually, we hope to get some of them as students. We want them to know that women have a place on this campus."

About 17 percent of TSTC's student population is female, she said.

"That's going to grow much more in the future," Worthey said.

"I think this is one of the most exciting opportunities," she said. "Seeing a woman in a period of transition who comes in lacking self-confidence and watching her grow — that's what it's all about."

Career Planning and Increased Academic Skills for the Single Parent/Displaced Homemaker

➤ History of Program

Services for the target population have been provided since 1984 with one full-time staff person. A part-time counselor was hired in 1989, and in 1992, three additional full-time staff members were added. The counselors for career planning and placement provide specialized programming and resources.

➤ Goals

To provide career counseling and guidance by providing SIGI Plus (computerized career guidance program) and a career counselor for additional counseling. To provide increased academic skills through self-paced computer tutorials. To provide academic support such as free professional tutoring, free peer tutoring, computer assisted instructional tutoring, study skills handouts, and appropriate audio/video tapes.

➤ Impact

Usually someone's first visit to our office is to use SIGI Plus for career guidance or to see a counselor. Then they either see first-hand what all we have to offer or they are told by the counselors. Since SIGI Plus, CSR tutorials, WordPerfect, Special Populations/Career Planning media resources are centrally located, any student who comes in for one specific service is quickly introduced to all the other services by seeing other students use them. They often return to use one of the other services.

➤ Number/Roles of Staff Involved

Counselor/Director, Support Services
Special Population Counselor
Outreach Counselor
Tutor/Study Skills Manager
Counselor/Director, Career Planning
Counselor/Director, Career Placement
Financial Aid Technician

➤ Characteristics of Students Participating in Programs

Non-traditional, economically or educationally disadvantaged students who are motivated to move beyond the boundaries that previously barred them from achieving stability in their lives.

➤ Outside Recognition

Appeared on "City Scope" television program. "You Can Do It" program began in the summer of 1992 at Tyler Junior College to assist at-risk high school seniors and GED graduates interested in attending college. Excel Peer Tutoring has received national certification.

✓ Urban Suburban Rural
Number of Students Enrolled, Fall 1991:
Credit: 8,489
Continuing Education (Non-Credit): 5,600
Number of Students Served (SP/DH/SPW): 398

P. O. Box 9020
Tyler, Texas 75711

Contact: Dr. Vickie Geisel
(903) 510-2395

➤ What Makes This Program Unique and Effective?

Our program is unique and effective because we have an outreach counselor to recruit potential students. The financial aid technician works individually with students to assure accurate completion of financial aid applications. Our child care and tutoring programs are both computerized. We also have available, at no cost to the potential student, the SIGI Plus for career exploration and CSR for increased academic skills.

Tyler Junior College

Support Services for the Single Parent/Displaced Homemaker

➤ History of Program

Services for the target population have been provided since 1986. Services were provided with one full-time staff person until 1989, when a part-time counselor and a special population counselor were hired to recruit and oversee the services for the target population.

➤ Goals

To expand the established marketing campaign for continued recruitment of the target population (i.e., flyers, brochures, outreach video, and community presentations). To inform identified target population about deadlines for services concerning child care and transportation assistance. To award funds, monitor eligibility and oversee payment to child care providers and students receiving transportation reimbursement.

➤ Impact

Enables student to have a choice in child care, allowing the student to attend classes. Provides the student access to training and education to upgrade and/or develop marketable job skills.

➤ Number/Roles of Staff Involved

Counselor/Director, Support Services
Special Population Counselor
Outreach Counselor
Tutor/Study Skills Manager
Counselor/Director, Career Planning
Counselor/Director, Career Placement
Financial Aid Technician

➤ Characteristics of Students Participating in Programs

Non-traditional, economically or educationally disadvantaged students who are motivated to move beyond the boundaries that previously barred them from achieving stability in their lives.

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P. O. Box 9020
Tyler, Texas 75711

Contact: Dr. Vickie Geisel
(903) 510-2395

➤ What Makes This Program Unique and Effective?

The position of outreach counselor provides the means for informing the target population as well as community agencies. This also allows for providing students with knowledge of community resources and alternative services. The financial aid technician works individually with students to assure accurate completion of financial aid applications. The computerized system provides a means of ranking eligible students for services, monitoring academic eligibility, tracking participants and processing payment to vendors.

SUCCESSFUL PROGRAM ACTIVITY

1) ACTIVITY NAME
SCANTRON DATA GATHERING AND TRACKING OF CARL D. PERKINS STUDENTS

2) GOALS
To maintain a computerized statistical database of individuals served by the support services office.
To generate data required in reports from funding sources.
To evaluate the needs and services required by students.
To monitor progress and academic outcome of students participating in support services programs.
To modify and expand support services programming based on information generated by the data.

3) IMPACT
Each time an individual comes to support services a scantron is completed. Information such as name, address, social security number, date, etc. is coded. Each scantron form has a boxed area titled FOR OFFICE USE ONLY. The coding identifies the counselor who assisted the individual and the amount of time. It further indicates the nature of the activity and referrals and follow-up information. This form is read and entered into the computer. This data is maintained to provide statistical reports to the Texas Higher Education Coordinating Board with regard to the use of Carl D. Perkins funding.

4) CHARACTERISTICS OF STUDENTS PARTICIPATING IN THE ACTIVITY
Any individual with a special need may be a participant. The special need is defined as those with English as a Second Language, physical, mental and/or learning disabilities, or non-traditional career majors as well as returning adult students, single parents or pregnant females.

5) WHAT MAKES THE ACTIVITY UNIQUE AND EFFECTIVE?
The computerization of the data is unique by minimizing staff time in compiling of statistics for reports. It allows flexibility in selecting specific data and characteristics to be examined. It provides the ability to monitor and track the students activities and progress.

CARL D. PERKINS SURVEY

USE NO. 2 PENCIL ONLY

ERASE COMPLETELY TO CHANGE
EXAMPLE: 1 ▬ 3 4

THIS CONFIDENTIAL INFORMATION IS USED FOR STATISTICAL PURPOSES ONLY AND TO PROVIDE INFORMATION AS REQUIRED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD.

NAME ______________________

ADDRESS ______________________

CITY ______________ ZIP ______________

MAJOR FIELD OF STUDY ______________________

ARE YOU PRESENTLY ENROLLED? ☐ YES ☐ NO

IF YOU HAVE PREVIOUSLY COMPLETED THIS FORM THIS SEMESTER, JUST FILL IN SOCIAL SECURITY NUMBER AND TODAY'S DATE.

1. TODAY'S DATE

M	M	D	D	Y	Y
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

2. SOCIAL SECURITY NUMBER

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

3. CURRENT SEMESTER

		199		
FALL	☐	0	1	2
SPRING	☐	3	4	5
SUMMER I	☐	6	7	8
SUMMER II	☐	9		

4. WHERE WILL YOU BE ATTENDING CLASSES?

MAIN CAMPUS ☐
RTDC ☐
OFF-CAMPUS (OUT OF TOWN) ☐

5. IS ENGLISH YOUR SECOND LANGUAGE?

YES ☐
NO ☐

6. MARK IF YOU HAVE TAKEN AND PASSED:

☐ THE GED
☐ TEAMS/TAAS

7. DO YOU THINK YOU MAY NEED INFORMATION OR SPECIAL ASSISTANCE DUE TO A:

☐ LEARNING DISABILITY
☐ PHYSICAL DISABILITY

8. MARITAL STATUS

SINGLE (never married) ☐
SEPARATED ☐
MARRIED ☐
DIVORCED ☐
WIDOWED ☐

9. ARE YOU RECEIVING OR SEEKING FINANCIAL ASSISTANCE: (MARK ALL THAT APPLY)

☐ PELL GRANT
☐ ETI/JTPA
☐ AFDC
☐ TRC
☐ CFB
☐ SCHOLARSHIP
☐ STUDENT EMPLOYMENT

10. Are you a man or woman seeking training for employment in a position usually occupied by the opposite sex (a non-traditional job)? Example: male nurse, female welder Y N

11. Are you retraining for a midlife career change? Y N

12. Have you worked primarily in the home and need to improve or develop marketable skills (a homemaker)? Y N

13. Have you primarily devoted yourself to making a home and been left alone because of separation/divorce, death, or an absent spouse (a displaced homemaker)? Y N

14. Are you a person who is unmarried or legally separated and has sole or joint custody of minor children (a single parent)? Y N

If Yes:

Number of Children: 1 2 3 4 5 6 7 8
Ages: ☐ (Under 1) 1 2 3 4
(Mark all that apply) 5 6 7 8 9 10 11 12
13 14 15 16 17

FOR OFFICE USE ONLY

A	1	2	3	4	5	6
B	1	2	3	4	5	6
C	1	2	3	4	5	6
D	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14				
E	1	2	3	4	5	6
F	1	2	3	4	5	6
G	1	2	3	4	5	6
H	1	2	3	4	5	6
I	1	2	3	4	5	6
J	1	2	3	4	5	6

Revised: January 1991

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Tyler Junior College

SUCCESSFUL PROGRAM ACTIVITY

1) **ACTIVITY NAME**
SUPPORT SERVICES INTAKE ASSESSMENT GUIDE

2) **GOALS**
To provide a concise and simple guide for a counselor to use in obtaining intake information on first appointment with student or prospective student. To facilitate the process of assessing the individual's life/educational skills, and ability to mobilize internal and external environmental resources to achieve their educational goals.

3) **IMPACT**
If used effectively, pertinent data may be gathered with more accuracy and depth than a written intake sheet filled out by the student. It guides the counselor not only in gathering information on the student's present situation, but gives clear view of student's goals, facilitating forces and restraining forces affecting goal achievement as well as guiding the process of academic counseling in all of its varied facets. Most importantly, the student or prospective student is seen as a competent participant in her/his goal/education exploration and achievement process.

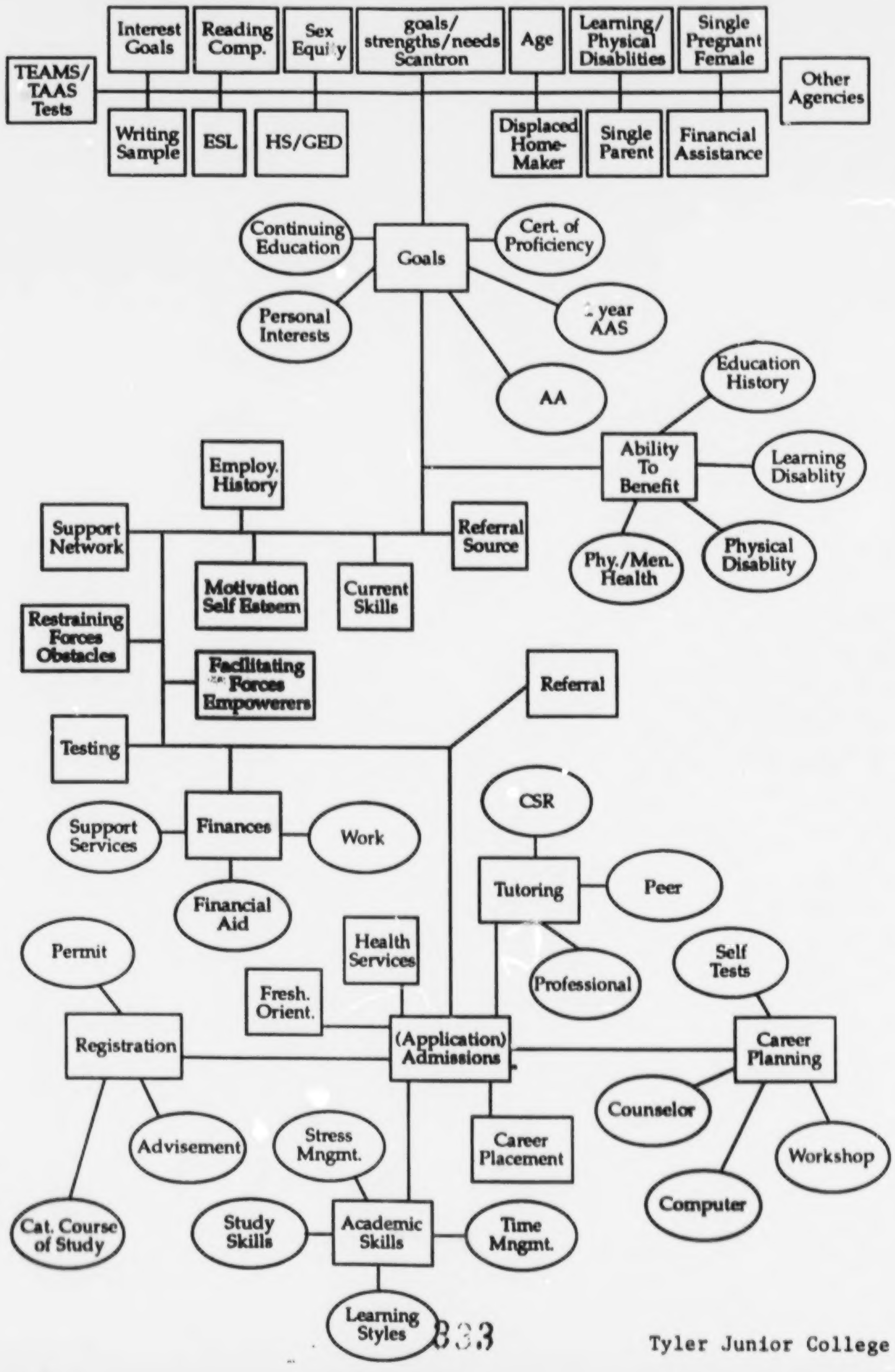
4) **WHAT MAKES THE ACTIVITY UNIQUE AND EFFECTIVE**
This Intake/Assessment Guide helps the counselor to ask the student to tell her/his story in a very simple, positive, non-judgmental, straight forward manner. It requires that the counselor be a skilled integrator and an agent of action not just a compiler of data. It is more like counseling and less like assessment; more like a conversation and less like a test. This guide can be broken down into three major phases:

Phase I: The first phase is comprised of top block of information on the flow chart. This information is gathered from the Perkins scantron form which all students seeking services must fill out. This information serves as the basis from which to interview the student.

Phase II: The second phase targets the information from the "Goals" block to the "Referral" block. This comprises the bulk of the initial interview. It also serves to remind the student and counselor of areas that may need to be addressed later in the educational/counseling process.

Phase III: The third phase is the information surrounding the "Application/Admissions" block. These are items that the student must be aware of and that she or he may wish to address and access as part of her/his academic experience.

Support Services Intake Assessment Guide


Interest Goals
Reading Comp.
Sex Equity
goals/ strengths/needs Scantron
Age
Learning/ Physical Disablities
Single Pregnant Female
TEAMS/ TAAS Tests
Other Agencies
Writing Sample
ESL
HS/GED
Displaced Home-Maker
Single Parent
Financial Assistance
Continuing Education
Goals
Cert. of Proficiency
Personal Interests
2 year AAS
AA
Education History
Ability To Benefit
Learning Disablity
Phy./Men. Health
Physical Disablity
Employ. History
Support Network
Referral Source
Motivation Self Esteem
Current Skills
Restraining Forces Obstacles
Facilitating Forces Empowerers
Referral
Testing
CSR
Support Services
Finances
Work
Tutoring
Peer
Financial Aid
Permit
Health Services
Professional
Self Tests
Fresh. Orient.
Registration
(Application) Admissions
Career Planning
Counselor
Advisement
Stress Mngmt.
Career Placement
Workshop
Computer
Cat. Course of Study
Study Skills
Academic Skills
Time Mngmt.
Learning Styles

SUCCESSFUL PROGRAM ACTIVITY

1) **ACTIVITY NAME**
COMPUTERIZED CHILDCARE RECORDS AND PAYMENT SYSTEM

2) **GOALS**
To have a fair equitable method of determing eligibility. To provide an efficient method of tracking applicants and identifying participants. To notify participants of special notices and events during the semester.

3) **IMPACT**
The computerized points system assures a fair and impartial award of services to those in most need. The database allows all applicants to be informed of their status and advised of other programs available to meet their needs. In addition, applicants and participants can be easily informed of reminders and events through telephone campaigns or mailings. Child care facilities are generated payments on a monthly basis, thus providing accurate records of student status. This enables close monitoring of students' progress, allowing for intervention early enough to produce a successful academic outcome.

Through this system, the student assumes responsibility for deciding and arranging child care. As funds are paid directly to the child care facility, the misuse of funds is minimized. Payment for services is accomplished in a timely fashion with minimal paperwork.

4) **NUMBER/ROLES OF STAFF INVOLVED**
There are two (2) possibly three (3) staff. The outreach counselor who supervises and reviews the applications, records and payments. The secretary who arranges for data entry and processes payment vouchers. Occasionally, a student assistant who may do data entry or assist in special mail outs or telephone campaigns.

5) **CHARACTERISTICS OF STUDENTS PARTICIPATING IN PROGRAMS**
Students are economically disadvantaged, single parents who have returned to school to acquire marketable skills allowing them to become self-sufficient.

6) **WHAT MAKES THE PROGRAM UNIQUE AND EFFECTIVE?**
The use of dBase IV to compute points in determining eligibility, maintain records of participants and generate mailing lists and telephone numbers is unique application to Carl D. Perkins funded programs. This minimizes administrative time allowing the outreach counselor more time to interact with participants and community agency representatives. This interaction provides the opportunity to access and meet other needs of students to assure academic success.

Vernon Regional Junior College

New Beginnings

➤ History of Program

The idea for New Beginnings was conceived in 1990 in response to the problem of support funding for current VRJC students and for graduates of the Family Literacy Program in Vernon. The Family Literacy Advisory Board and VRJC single parents were questioned as to what services were needed before the Special Services Coordinator wrote the grant.

➤ Goals

1) To inform single parents and displaced homemakers of vocational education programs, support services, and career counseling at VRJC.
2) To help single parents and displaced homemakers obtain marketable skills.
3) To make vocational education and training more accessible to economically disadvantaged single parents and displaced homemakers.

➤ Impact

In the first year of the program (7/1/91 - 6/30/92), New Beginnings served 265 vocational single parents and displaced homemakers of the 304 enrolled. Most of these students were served through tutoring and seminars, but a large number received textbooks (78), child care (21) and transportation (17). Many New Beginnings students told the newspapers and other interviewers that they would not have been able to continue their education without the support of New Beginnings.

➤ Number/Roles of Staff Involved

Nine staff members are actively involved with the New Beginnings Program:

1 Special Services Coordinator (Grant Director)

3 Learning Lab Coordinators at 3 sites

1 Seminar Facilitator

3 Vocational Counselors at 3 sites

1 Placement and Follow-Up Coordinator.

Other college staff members, including the Executive Dean of Instruction, assist the program periodically.

➤ Characteristics of Students Participating in Programs

Low self-esteem, financially needy, low basic skills level, stressed to the max and concerned about their children.

➤ Outside Recognition

To date, three newspaper articles have been written and one television program has been produced about the New Beginnings Program.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 1,800
Continuing Education (Non-Credit): 6,523
Number of Students Served (SP/DH/SPW): 265

4400 College Drive
Vernon, Texas 76384

Contact: Deana Lehman
(817) 552-6291

➤ What Makes This Program Unique and Effective?

This program is unique in that it offers a continuity of services for students from high school through the GED to post-secondary education. It is also unique in that the communication between the Department of Human Services, several of the local churches, JTPA, the County Extension Agency, the local literary club and the Texas Rehabilitation Commission is constant and cordial. This joint effort coordinates services so that more students are served and "double-dipping" is eliminated.

New Beginnings also has a model transportation program. VRJC contracted with a community-based organization which caters to individual student schedules as much as possible. There are two to three different arrival times and two departure times to accommodate students. Also, this van delivers parents and their children to the daycare centers, if needed.

"NEW BEGINNINGS" PROGRAM PROVISIONS

(Rev. 7-1-92)

1. Only VRJC students with a declared vocational major or intent to major in vocational education are eligible for benefits.
2. All program benefits will be awarded based on greatest need.
3. Student must have his/her high school diploma or GED. Student must be a single parent with legal custody of child or children or a disadvantaged displaced homemaker.
4. Student must submit to the Special Services Coordinator **all** required documentation in order to receive program benefits. **NO EXCEPTIONS.**
5. Student's benefits will be revoked if he/she rejoins spouse or remarries while receiving benefits from the "New Beginnings" program.
6. **Student's benefits may be revoked after an instructor reports that a student's attendance has not been sufficient to maintain normal course progress.**
7. **Student is required to attend a minimum of three** "Success Seminars" or other New Beginnings Seminars offered on his/her campus during the semester he/she is receiving program benefits.
8. Student agrees to abide by all VRJC policies while attending classes at VRJC.
9. A student receiving child care benefits agrees to pay for any child care services incurred outside of actual VRJC class time. *NOTE* "New Beginnings" allows student 30 minutes before first class and 30 minutes after last class to deliver and pick up child or children.
10. Student agrees to **return all textbooks purchased by "New Beginnings" program at the end of the course or program unless text is consumable** (not reusable).
11. Student must apply for and qualify for benefits each semester.
12. Student agrees to **return all textbooks and/or unused supplies if program is not completed. Holds will be placed on student's transcripts, grades, and statewide registration privileges if necessary to recover textbooks, supplies, or outstanding child care fees.**
13. If a student fails in a chosen program area, the student must show marked improvement for one long semester before being readmitted to New Beginnings.

BENEFITS OF
NEW BEGINNINGS PROGRAM

1. Free tutoring
2. Informational video tapes
3. Free success seminars
4. Free workshops on job keeping/job seeking skills
5. Free textbooks
6. Free transportation from your residence to VJRC(Vernon Campus) and back home
7. Free child care while you are attending VRJC
8. A workstudy position at VRJC
9. Free placement services

All benefits are available at VRJC Vernon Campus

PENDING APPLICATION FORM

Before your "New Beginnings" Single Parent/Displaced Homemaker application can be considered, I will need the following documentation:

1. Written verification from your DHS representative of AFDC, Food Stamp, or Medicaid benefits.

OR

1. A copy of all of your children's birth certificates or social security cards, and/or divorce decree (1st page to child support page only).

2. Verification of your gross income for the last two months. (Dated paycheck stubs, letters from employers, any other reliable verification of income).

Failure to supply me with this information may result in the delay or cancellation of your request for funds. If you have any other questions, please call me at 552-6291 in Vernon, or 723-0921 in Wichita Falls or Sheppard Air Force Base.

Thank you,

Deana Lehman

NOTE ALL FINANCIAL AWARDS WILL BE BASED ON GREATEST NEED. FINANCIAL NEED IS BASED ON CURRENT POVERTY LEVEL PROVIDED BY THE DEPARTMENT OF HUMAN RESOURCES.

NEW BEGINNINGS CHILD CARE INFORMATION

CHILD CARE CENTER: ____________________ DIRECTOR: __________________

ADDRESS: ____________________________

____________________________ PHONE: (   ) ______________

STATE LICENSED: ___YES ___NO DHS REGISTERED: ___YES ___NO

HOURS OF OPERATION: FROM____________TO____________

INFANT RATE AGE RANGE: ______________	1ST INFANT	2ND INFANT
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

TODDLER RATE AGE RANGE: ______________	1ST TODDLR	2ND TODDLR
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

CHILD RATE AGE RANGE: ______________	1ST CHILD	2ND CHILD
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

METHOD OF BILLING VRJC: BIMONTHLY

MINIMUM AGE SERVED _____ MAXIMUM AGE SERVED _____

ADDITIONAL LOCATIONS ______________________________________

ADDITIONAL INFORMATION ____________________________________

APPROVED: ____________________________________ DATE__________
Signature of Day Care Director

APPROVED: ____________________________________ DATE__________
Signature of New Beginnings Director

STATEMENT OF FINANCIAL RESOURCES

I affirm that the financial information I have provided the Vernon Regional Junior College Special Services Coordinator is accurate and that I have no other financial resources at this time.

____
Signature

____
Social Security Number

____
Date

STATEMENT OF UNDERSTANDING

I have read and agree to comply with the New Beginnings Program Provisions. I understand that failure on my part to comply with any of the provisions could result in loss of any or all benefits provided to me by the New Beginnings Program.

____
Signature

____
Date

FOR PRIORITY DELIVERY OF SERVICES

Name: ____________________ I.D. #: ____________________

Category of Need	Value	Assigned Value
1. Number of children 5 or under		
a. 3 or more	5	
b. 2	3	
c. 1	1	___
2. Total number of children		
a. 5 or more	5	
b. 4	4	
c. 3	3	
d. 2	2	
e. 1	1	___
3. Economically Disadvantaged	5	
a. Pell or other grant	1	
b. Welfare	3	___
4. Physically Disadvantaged		
a. Multiple	5	
b. Single	3	
c. Not applicable	0	___
5. Academically Disadvantaged		
a. Requires extensive remediation	3	
b. Requires minimum remediation	1	___
6. Minority	3	___
7. Continuing Postsecondary Student		
a. Last semester	5	
b. Last year	3	
c. First year, second semester	1	___
8. Full-time	5	
Part-time	1	___
9. Student Objectives		
a. Job/Degree	3	
b. Better job/skills development	1	___
10. Career transition or displaced homemaker	5	___
	Total Points	

11. I recommend this student for receiving student services support.

_____ Yes
_____ No

Signature ____________________ Title ____________________ Date

STATEMENT OF VOCATIONAL INTENT

Although I am presently undecided as to which vocational major I will choose, I fully intend to choose a certificate or associate degree in the vocational/technical field at Vernon Regional Junior College in the near future.

I understand that I may be required to reimburse VRJC for some or all of NEW BEGINNINGS funding allocated to me if I do not choose a vocational major.

Signature____

Date ____

Intended major____

The Victoria College Equity Services Project

➤ History of Program

In 1990, Victoria College employed its first Dean of Student Services for the purpose of developing a comprehensive student services program. Each year Victoria College was enrolling increasing numbers of special population students including displaced homemakers and single parents. It soon became apparent that the competing demands of family and college escalated the stress factors for many students, particularly women. If Victoria College was to be successful in retaining and graduating single-parents and displaced homemakers, it would need to implement support services for these women. In fact, community college literature abounds with examples of research that show that people who face substantial financial, scholastic, emotional/personal, and sex bias barriers to higher education are often the most successful in meeting their educational goals when they have financial assistance and personal support.

Therefore, In April of 1991, the Dean of Student Services submitted the College's first Carl Perkins Discretionary Grant application for the purpose of providing these essential services for single parents and displaced homemakers. Victoria College was awarded a discretionary grant for the 1991-1992 Program Year. Through the grant award the College created an Equity Services Division, housed within the Student Services Department. In July of 1991, a Director of Equity Services was hired for the purpose of implementing the proposed Equity Services project. The Equity Services Director submitted the grant proposal for the 1992-1993 Program Year and this grant was funded.

➤ Goals

The primary goals of the Equity Services project are:

1) to increase the number of single-parents and displaced homemakers enrolled in vocational/technical preparatory courses, certificate programs, and associate degree programs,
2) to increase the retention/completion rates of these target population students by providing essential direct student support services, and
3) to ensure that students from targeted populations experience successful educational outcomes enabling them to enter the work force with marketable skills and become self-supporting.

The project goals are accomplished through a series of activities and services including the following:

1) a systematic recruitment and publicity plan designed to inform potentially eligible students of the services offered through the Equity Services project,
2) designing systematic eligibility criteria to ensure that the neediest students are selected and that each participant's greatest area of need is met,
3) providing financial assistance for child care and transportation costs while attending the college,

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Urban Suburban [✓ Rural]
Number of Students Enrolled, Fall 1991:
Credit: 3,411
Continuing Education (Non-Credit): 389
Number of Students Served (SP/DH/SPW): 30

2200 E. Red River
Victoria, Texas 77904

Contact: Margaret Bishop
(512) 572-6485

4) providing drop-in hours for referral counseling,
5) maintaining an extensive community resource and referral list and network,
6) ensuring that project participants are aware of and take advantage of campus offerings such as tutoring services,
7) providing life-skills and community resources workshops, and
8) establishing and maintaining a campus-wide atmosphere that is conducive to the success and well-being of single-parents and displaced homemakers.

➤ Impact

The grant funding has permitted Victoria College to develop and implement essential direct support services to assist target populations in overcoming the substantial financial, scholastic, personal, and/or sex bias barriers to higher education.

The formation of an Equity Services Advisory Committee has been a very positive outcome of the project which has resulted in the formation of a reciprocal resource and referral network between Victoria College and local service agencies and organizations.

For the Fall 1991 semester, all support services recipients maintained at least a 2.0 grade point average and several participants made the Victoria College Honor Roll. For the Spring 1992 semester, all but two of our recipients maintained at least a 2.0 grade point average.

Retention rates were high, with only a five-percent withdrawal rate. The three students who withdrew were not failing, but had extensive extenuating circumstances that forced them to withdraw.

Single-parents and displaced homemakers now have an office and personnel where they can request assistance, if needed. They can also come by just to share positive information, if they so desire. All applicants are encouraged to keep us up-to-date. They know that we are here to assist them with personal or academic difficulties and to praise them for a job well done.

➤ Number/Roles of Staff Involved

For Program Year 1991-1992 a three-quarter time project director and a half-time secretary were hired. Very early during the 1991-1992 Project Year it became apparent that a full-time director was needed; therefore, this request was made and approved in the 1992-1993 proposal. The project secretary is still employed for three-quarters of the normal work week.

➤ Characteristics of Students Participating in Programs

Eligible participants are single-parents and/or displaced homemakers enrolled in vocational/technical preparatory courses, certificate programs, or associate degree programs. Victoria College serves single-parents and displaced homemakers from diverse ethnic backgrounds. While Equity Services project participants are from diverse ethnic backgrounds, they have common characteristics and needs. All participants face economic, academic, and personal barriers to post-secondary education and have an essential need for special support services designed to help them overcome these barriers.

In addition to the common thread of need for child care and transportation assistance, most participants present a great need for life-skills enhancement, particularly building positive self-esteem.

➤ Outside Recognition

We have not submitted our project or its activities for any exterior awards or recognition. We do, however, consider our most precious award and/or reward to be a positive student outcome, i.e., retention and graduation of a single-parent and/or displaced homemaker.

Several articles on the Equity Services project have appeared in both the campus and community newspaper.

➤ What Makes This Program Unique and Effective?

Victoria College's Equity Services project prides itself on establishing and maintaining close personal contact with both prospective and current participants. Equity Services' personnel genuinely know and remember all applicants on a first name basis, not only when seen in the office but also around the campus and in the community. It is truly amazing how much this small gesture means to our students. They are amazed that Equity Services' personnel remember not only their name, but their children(s)' name(s), what they are majoring in, and other details that are unique to them without referring to a computer screen or a participant checklist. It is a very important component of helping single parents and displaced homemakers rebuild positive self-esteem. Everyone likes to be appreciated and remembered for who they are and what is important to them as an individual.

Program Maxim:

> Communication is a two-way street, with as much traffic on the listeners side as on the speakers side. To avoid traffic jams, remember to be as good a listener as you are a speaker.

For More Information

For more information on any items presented in this brochure, please contact:

Counseling Services for
Special Populations
512-572-6414

or

Equity Services
512-572-6485

The Victoria College
2200 E. Red River
Victoria, Texas 77901

Office Hours
Monday-Thursday
8 a.m. - 4:30 p.m.

Friday
8 a.m. - 4 p.m.

The provisions and information set forth in this brochure are intended to be informational and not contractual in nature and are subject to modification, without notice, by the Administration or the Board of Trustees.

The Victoria College does not discriminate against any person on the basis of race, color, creed, religion, age, sex, marital status, beliefs, national origin, disabling condition, Veteran's status, or limited English proficiency.

2200 EAST RED RIVER • VICTORIA, TEXAS 77901

BUILDING *Futures*

SUPPORT SERVICES

The Victoria College is a community college offering opportunities for intellectual growth, vocational training, and cultural enrichment through general lower-division collegiate programs and technical-vocational programs. The Victoria College is an open-admissions institution. College programs are fully accredited. Faculty and staff are committed to providing quality instruction and to teaching the individual as well as the group. Through cooperation with local business and industry, the college is able to provide more than 30 vocational programs that produce graduates with not only skills for a job, but also skills for a career.

Services to Special Populations

Counseling Services offers programs and support services to assist students in overcoming obstacles to education. Populations served include:

- Educationally disadvantaged
- Economically disadvantaged
- Persons with disabilities
- Limited English proficient
- Single parents and displaced homemakers
- Non-traditional occupation majors

Programs and support services available to all special population students include:

- Developmental Courses
- Learning Skills Center
- Tutoring
- Career Center
- Advising, testing and counseling
- Financial Aid

Services to Persons with Disabilities

Qualified persons with disabilities have additional services available which may include:

- adapted testing
- special parking provisions
- mobility assistance
- note taker
- reader
- special equipment/equipment adaptation
- information and referral

Equity Services

All Victoria College students are welcome to explore resources available through the **Equity Services Office.** Services for vocational-technical and academic majors may include:

- financial assistance for child care
- financial assistance for transportation
- workshops and brown-bag lunches
- referral information
- resource lending library

Coordinating Agencies

Counseling Services for Special Populations works closely with the following agencies:

- Adult Learning Center
- Child Care Management Services
- Department of Human Services
- Job Training Partnership Act
- Region III Service Center
- Texas Commission for the Blind
- Texas Employment Commission
- Texas Rehabilitation Commission

Prospective students who may qualify for any of these services are encouraged to contact Counseling Services for Special Populations at least one month prior to enrollment in order for services to be in place when classes begin.

BEST COPY AVAILABLE

THE VICTORIA COLLEGE VARIETY

Subjects, services tailored to students

SCOTT REESE WILLEY
Advocate Staff Writer

Chaffin

Griffin

Zapata

When Port Lavaca resident Sherry Williams considered attending college at age 22, she looked for a school that was affordable and close to home.

Moreover, the college she chose would have to be convenient to child-care facilities because she is a single mother.

She chose Victoria College.

Williams said she could not have made a better choice, since Victoria College not only offered the courses she wanted to take, but made grant monies available to pay for her child care and transportation.

Harold Chaffin, 65, was looking for something to keep him busy after he retired. Within months, the civil engineer began substituting as a math teacher in Victoria public schools. But before long he realized that if he was going to teach advanced math classes he would need to take a few refresher courses in college.

Last semester, Chaffin enrolled in Victoria College, where he is on his way to earning a certificate to teach high school math. He said he is enjoying college life again after 38 years and recommends it "to anyone just sitting around."

Nineteen-year-old Tiffany Griffin said she intends to go to a university in the near future to get a degree in education. She wants to teach school. Meanwhile, the Ganado native will continue to take basic courses at Victoria College, where she works.

"I thought Victoria College would be a good place to start before I went off to a university," she said.

Esther Zapata, mother of three, said she was fed up with living on welfare and wanted to take control of her life. She said she decided to take specialized courses at a local institution to help her get a good job with good pay. Last semester she earned a certificate in child-care development from Victoria College. More importantly, the 33-year-old woman earned self-esteem. "It wasn't as hard as I thought it would be."

This semester, she's going to take courses in radiology, physical therapy, or any one of the courses offered in many fields of medicine by the school

See COLLEGE, Page 12A

Advocate Photo by Bobby Tomek

Sherry Williams, 23, is one of many single mothers in the area who is taking advantage of the variety of courses and services offered at Victoria College.

COLLEGE / Special subjects, services offered

Continued from Page 1A

"Victoria College has a lot to offer most everyone," said George Alexander, public relations director for the college, "including saving a bundle on tuition."

A typical class costs about $40 for three semester hours, a real steal compared to upper-level universities, he said.

In addition, students facing transportation and child-care hassles can benefit from the college's equity services office. The service is funded by the state and is available to single parents, single pregnant women, displaced homemakers and students taking non-traditional majors who otherwise could not attend classes because of child-care or transportation problems.

The school offers day and evening classes, with a variety of courses designed to accommodate the schedules of most any working student.

A 25-1 student-teacher ratio at the college ensures instructors pay close personal attention to each student, Alexander said.

"In Victoria College, we like to brag that our instructors know each of their students by first name and not by their Social Security number," he said.

STUDENT/EQUITY SERVICES AGREEMENT
FOR CHILD CARE ASSISTANCE

I UNDERSTAND that in accepting the child care assistance provided through the Equity Services program I agree --

1. to be enrolled full-time (12 hours or more) in a Vocational or Technical program.
2. that I am a single parent, displaced homemaker, or non-traditional major.
3. that I must be a Pell Grant recipient.
4. to maintain a cumulative 2.0 grade point average.
5. to provide the Equity Services Office with a copy of my class schedule.
6. to notify the Equity Services Office of any changes in my class schedule or major.
7. to abide by Victoria College's attendance policy.
8. to make my own arrangements for child care with the licensed day care facility of my choosing. If I have any problems and would like to change day care facilities, I must notify the Equity Services Office prior to enrolling at a new facility.
9. that I will be responsible for any enrollment, supply, or between-semester fees charged by the caregiver.
10. to abide by the rules and regulations of the caregiver I have selected.
11. to actively pursue assistance through Child Care Management Services, if eligible.

I UNDERSTAND that the Equity Services Office and Victoria College

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care assistance if my child(ren) or I have excessive absences. (The caregiver will notify Victoria College of the children's attendance and Equity Services will monitor my attendance.)
3. monitor my grades and terminate my child care assistance if I fail to maintain a 2.0 G.P.A.
4. will review the continuation of my child care assistance each semester.

I UNDERSTAND that I will no longer receive child care assistance if I drop below full-time status, change my major, withdraw from school, or graduate.

I UNDERSTAND that Equity Services does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

I UNDERSTAND that I must reapply each semester for continued assistance.

I, THE UNDERSIGNED, HAVE PROVIDED EQUITY SERVICES WITH A TRUTHFUL ACCOUNTING OF MY FINANCIAL CIRCUMSTANCES AND ENROLLMENT STATUS. IN ADDITION, **I, THE UNDERSIGNED,** HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. **I UNDERSTAND** THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE I AM RECEIVING.

______________________________	______________________________
STUDENT'S SIGNATURE	**EQUITY SERVICES DIRECTOR**
DATE: ______________________	**DATE:** ______________________

CC721.CON 8/28/92

THE VICTORIA COLLEGE
EQUITY SERVICES

AGREEMENT TO PAY FOR CHILD CARE SERVICES

1. This agreement is entered into today, _____________, 1992, between the **Equity Services Office of The Victoria College**, 2200 E. Red River, Victoria, Texas, and ____ located at ______________________________.

2. The Equity Services Office of Victoria College agrees to pay for a portion of the child care expenses for eligible students who select the above mentioned day care facility.

3. Equity Services will provide your office with a Child Care Contract for each eligible student who selects your day care facility. This Child Care Contract will specify the student's date of eligibility, the allowable charges to be paid by the Equity Services Office of Victoria College each month, and will be signed by all three parties to the transaction.

4. It will be the **mutual responsibility** of the **child care provider** and the **parent** to arrange for the payment of the parent's portion of the child care fees. In addition, the parent is responsible for any enrollment fees, supply fees, and/or charges for holding a space between semesters.

5. Federal law prohibits payment for child care while the College is not in session, including the break between semesters. If a charge is made for holding a space for day care or if services are rendered during this time, the student is responsible for payment to the caregiver. The only exceptions to this are Spring Break and federal holidays occurring within the semester.

6. In the event that a student becomes ineligible to receive child care assistance through the Equity Services Office, the caregiver will be notified immediately so that alternative arrangements can be made by both the parent and the caregiver.

7. The caregiver agrees to notify the Equity Services Office at Victoria College if the student ceases to use the child care facility with or without notice, if the child is excessively absent, or if any questions arise regarding the student's use of services provided by the caregiver.

8. The Equity Services Office of The Victoria College will pay the child care agency on a **monthly** rather than a weekly basis. Upon receipt of a monthly invoice by the **15th of each month**, Victoria College agrees to issue a check to the caregiver for Equity Services' obligation (as outlined in the Child Care Contract) for services rendered that month (i.e., September child care should be billed on September 15th for services rendered through September 30).

9. Child care invoices should be mailed directly to:

Margaret Bishop
Equity Services
The Victoria College
2200 E. Red River
Victoria, TX 77901

10. Invoices should show:
    a. Parent's (Victoria College Student's) name
    b. Child(ren)'s name(s)
    c. Month covered by invoice and total amount owed by Equity Services Office of Victoria College, not to be greater than amount stated on Child Care Contract.

Director of Child Care Facility	**Date**	**Equity Services Coordinator**	**Date**

__ **Copy to Child Care Provider**

__ **Copy to Equity Services Office**
The Victoria College
2200 E. Red River
Victoria, TX 77901

F-AGREE.FAC 08/27/92

Weatherford College

A Better Life through Education (ABLE)

➤ History of Program

This Fall 1992 semester marks the beginning of this type of program at Weatherford College. However, child care and transportation assistance has been available for four years to vocational/technical students who are single parents or displaced homemakers. The ABLE program was initiated by the Special Population Coordinator through networking activities with other student service providers at area community colleges and social service providers in Parker and Palo Pinto counties.

➤ Goals

The purpose of the proposed ABLE project is to empower pre-vocational, non-traditional, high-risk students who are single parents, displaced homemakers or single pregnant women to enter and successfully complete a vocational/technical college program, or to enter the workforce adequately prepared to effect a positive lifestyle change. These goals will be achieved through a program of assessment, counseling, developmental education and other transitional activities specially designed to meet the needs of the target populations. Child care assistance will be available for ABLE program participants and vocational/technical students from special populations ineligible for or awaiting Child Care Management Service assistance from the Texas Department of Human Services. Assistance with transportation will be provided when needed and financial aid information will be available for those ABLE program completers enrolling in college level courses.

➤ Impact

Individuals or families who are receiving any forms of financial assistance can take advantage of the training and support services of the ABLE program in order to become self-sufficient, no longer depending on financial assistance.

➤ Number/Roles of Staff Involved

1 ABLE Program Coordinator: Integrates all components and staff involved in the program along with social service agencies and other student service providers, leads career exploration activities and facilitates support group.

1 Dean of Student Services: Directs discretionary grant participants in support group and individual student counseling, assists with career exploration activities.

1 Administrative Assistant (clerk): Performs all secretarial duties necessary for the implementation of the ABLE program.

➤ Characteristics of Students Participating in Programs

Social Service Agency clients (economically disadvantaged). Single parents. Female (not a requirement). Low self-esteem. Educationally disadvantaged.

Urban Suburban ✓ Rural
Number of Students Enrolled, Fall 1991:
Credit: 2,280
Continuing Education (Non-Credit): 200
Number of Students Served (SP/DH/SPW): 128

308 East Park Avenue
Weatherford, Texas 76086

Contact: Barbara Schrank
(817) 594-5471

- **Outside Recognition**

  Newspaper articles for Parker and Palo Pinto are being planned at this time. TDHS is planning to include information on this program in their regional newsletter.

- **What Makes This Program Unique and Effective?**

  This is the first time Weatherford College has attempted to have a direct impact on social service recipients in the five-county service area. The vocational training program, in conjunction with a strong retention productive support system, will make the program effective.

Date: June 19, 1992

To: Weatherford Area Social Service Providers

From: Barbara Schrank
Special Populations Coordinator
Weatherford College

Subject: A Better Life through Education (ABLE) Program

Enclosed you will find 15 applications for entry into a new pre-vocational program at Weatherford College designed for social service clients. Those individuals eligible to apply for the ABLE program are single parents, single pregnant women, displaced homemakers with no marketable skills and dislocated workers needing retraining.

The program will consist of approximately 24-25 hours of training per week for a sixteen-week period from August 31, 1992 through December 19, 1992. This program coincides with the Fall 1992 semester at the college.

Courses which will be offered to ABLE program participants include the following:

Mathematics 300--Developmental Mathematics. An introductory course designed to provide a review of fundamental operations in mathematics, based on the individual student's identified need for developmental work in basic arithmetic, algebra and/or geometry. This course is designed for students whose placement scores on the Texas Academic Skills Program test. Mathematics 300 will not transfer to a senior college but it will count, however, for non-degree credit from Weatherford College. Three hours lecture, one hour lab per week.

Mathematics 301--Intermediate Algebra. The course consists of basic algebra including operations on signed numbers and algebraic expressions, factoring, algebraic fractions, and linear equations in one or two unknowns. This course is designed for students whose scores on the Texas Academic Skills Program test indicate a competence beyond the skills mastered in Mathematics 300 but below the skills required in Mathematics 302--College Algebra. This course will not transfer to a senior college but it will count, however, for non-degree credit from Weatherford College. Three hours lecture, one hour lab per week.

Reading 300a--Developmental Reading I. This course is designed for students whose scores on the Texas Academic Skills Program test indicate a need for developmental work to improve reading comprehension and vocabulary. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

Reading 300b--Developmental Reading II. This course is designed for students whose TASP test scores indicate a need for developmental work to improve reading comprehension and vocabulary at a level of competence beyond the skills mastered in Reading 300a. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

Reading 302--College Study Skills. This course is designed for improvement of study systems. Emphasis is placed on high-level study skills and the improvement of time management, effective listening and note-taking, marking texts, learning through media, concentration, retention of information and taking examinations. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

English 300a--Developmental Writing I. This course is designed for students whose scores on the TASP test indicate a need for developmental work to master basic skills in mechanics, usage, sentence structure, and elements of composition vital to the process of critical thinking and formal discourse as evident in effective sentences and paragraphs. This course will not transfer to a senior college but will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

English 300b--Developmental Writing II. This course is designed for students whose scores on the TASP test indicate a need for developmental work to master the basic skills in mechanics, usage, sentence structure, and elements of composition vital to the process of critical thinking and formal discourse as evident in properly-constructed, effective essays. This course will not transfer to a senior college but will count, however, for non-degree credit at Weatherford College.

Developing Employment Skills. This Adult/Continuing Education course is designed to cover the skills required to secure and retain a job. Topics include completion of standard applications for employment, interview procedures, personal appearance and attitudes, employer expected job performance and employer-employee relations. Three hours per week for eight weeks. This is a non-credit, Adult Education course.

Conducting the Job Search. This course is a continuation of Developing Employment Skills with emphasis on job placement assistance in cooperation with the Texas Employment Commission and other placement agencies and interviews with potential employers. Three hours per week for eight weeks. This is a non-credit, Adult Education course.

Vocational/Career Exploration. This is a computer-assisted career assessment program on vocational opportunities. Emphasis will be put on the exploration of non-traditional career fields. Representatives from various career areas will be available throughout the ABLE program to speak to participants about career opportunities. This is a self-paced, non-credit course designed to provide career information to program participants.

Life Skills Enhancement. This course is designed to teach assertiveness, personal health, money management, self-empowerment, motivation and perseverance and is offered to build self-esteem in program participants. The course is geared to both men and women. This is a one hour per week, non-credit course.

GED. Participants lacking a high school diploma or GED may enroll in GED classes offered by the Weatherford Independent School District and participate in the ABLE program. Attendance in GED classes will be in lieu of developmental class participation.

The Special Populations Vocational Counselor will assist the ABLE participant in determining the next course of action after completion of the program. The student will decide upon either enrollment in a particular technical/vocational program based upon the participant's career assessment and academic abilities or entrance into the workforce if it is decided that further education is not appropriate or desired.

Support services will be provided to ABLE participants needing child care assistance, part-time employment and/or transportation assistance.

The Special Populations Vocational Counselor will be available to any participant who needs personal counseling. The counselor will also refer participants to outside counseling or other community social services if necessary.

Academic testing will be provided, upon acceptance into the ABLE program, through the utilization of the Pre-Texas Academic Skills Program test (Pre-TASP). Other personality, interest and career inventories will be used in order to give participants insight into self-motivational factors and career potential.

Please distribute the ABLE applications to all interested individuals. The applications and required forms should be returned to me by July 20, 1992 to be considered for acceptance into the Fall 1992 program.

Questions concerning the ABLE program may be addressed to:
Barbara Schrank
Special Populations Coordinator
Weatherford College
817-594-5471 extension 245

Arleen Atkins
Dean of Student Services
Weatherford College
817-594-5471 extension 240

CHECK LIST FOR ABLE PROGRAM

Applicant Name ______________________________ Date ______________

_______ 1991 Income Tax Return or Other Proof of Income

_______ Statement of Monthly Income and Expenses

_______ Completion of Front and Back Pages of Application

_______ Divorce Papers Indicating Custody of Dependents

_______ Letter for Proof of Separation, if applicable

_______ Copy of Class Schedule

_______ Copy of Child's/Children's Birth Certificates (for Child Care Assistance)

_______ Agreement Between Student and Special Populations Coordinator (for Child Care Assistance)

_______ Copy of High School Diploma or GED

_______ Single Parent _______ Single and Pregnant

_______ Displaced Homemaker with No Marketable Skills

_______ Dislocated Worker Retraining

_______ T R C--Documentation of Assistance

_______ J T P A--Documentation of Assistance

_______ T D H S--Documentation of Assistance

_______ Other--Please Explain

Notes: ____

____

____

CHILD CARE ASSISTANCE AVAILABLE AT WEATHERFORD COLLEGE

Weatherford College offers day care assistance to full-time, occupational education students who cannot afford the expense of child care while pursuing their educational goals. Part-Time Employment is also available to qualified students. This assistance is made available through the Carl D. Perkins Vocational and Applied Technology Education Act, a federally funded program.

The assistance is designed for students in many special populations. Single parents and displaced homemakers with no marketable skills qualify, as well as Pell Grant recipients and students enrolled as non-traditional majors. Students who are retraining after being recently laid-off from employment may qualify for this assistance also.

Applications for assistance are available in the Special Populations Coordinator's office, located in the Student Services Office on the Weatherford campus. Applications must be completed and returned to the Special Populations Coordinator.

Upon receipt of the application, it will be reviewed and eligibility will be determined. Eligible students are place on a waiting list. If assistance is not available immediately, the student will be notified of the next possible opening in the program.

The grant will pay a portion of the child care expenses for up to nine hours per day, as well as enrollment fees and supply fees. The student makes arrangements for the care of his or her child(ren). This care must be provided only by a Texas Department of Human Services registered home or licensed day care center of the student's choosing.

The student informs the college of the caregiver chosen. A contract is then prepared by the college with the caregiver. Invoices to be completed by the caregiver will also be included with the contract. Federal law prohibits advance payment of services rendered. In order to comply with the law, caregivers are paid on a monthly basis. A check prepared by Weatherford College will be mailed to the caregiver upon receipt of a monthly invoice.

The assistance is provided as long as the student remains enrolled full-time (minimum 12 hours) in a vocational/technical program and continues to need the assistance, contingent upon available funding. A student may be dropped from the program for failure to maintain a 2.0 grade point average or dropping below full-time status. Weatherford College gives a two-week notice to the caregiver and the student so that other arrangements for the payment of day care can be obtained. The college requests that it be notified by the student if the assistance is no longer required.

During periods when classes are not being held at the college, the student is responsible for the cost of holding a space for the child(ren) with the caregiver, as well as any day care services rendered. The student should consult with the caregiver regarding costs early enough to make any necessary arrangements.

Work-study opportunities on campus are available. An application may be obtained at the Weatherford College Financial Aid Office. This application should be returned for processing to the Director of Financial Aid.

If you have questions about the program, please contact Barbara Schrank, Special Populations Coordinator. The telephone number is (817) 594-5471, ext. 245.

Weatherford College is an Equal Opportunity/Affirmative Action Institution.

Child Care Assistance Agreement
Between Recipient and Weatherford College

I understand that I must be enrolled in at least 12 semester hours during the Fall or Spring semesters, and at least 6 semester hours during the Summer semesters.

I understand that I must be majoring in a Health Occupations, Business Administration, Management or Occupational Services, Technical or Vocational program.

I understand that I must be a single parent, displaced homemaker with no marketable skills, Pell Grant recipient or be enrolled in a non-traditional major to receive child care assistance.

I understand that I will no longer receive child care assistance if I drop below full-time status, change my major from any of the above or withdraw from school.

I understand that I must provide the Special Populations Coordinator a copy of my official class schedule on or before the first day of class and notify that office of and changes made to my schedule during the semester.

I understand that I must notify the Special Populations Coordinator if I am graduating or completing my program before the end of the semester.

I understand that the college will pay for the enrollment fee, the supply fee and a portion of the weekly/monthly costs of child care while I am attending Weatherford College .

I understand that my child care costs are paid for 9 hours per day unless otherwise arranged with the caregiver and the Special Populations Coordinator.

I understand that I must make my own arrangements for child care with the provider of my choosing. If I have any problems, I will contact the Special Populations Coordinator before making any changes in providers.

I understand that if I choose to change child care providers, I must give a two-week notice to the current provider and the Special Populations Coordinator.

I understand that I may leave my school-age child(ren) with the child care provider during in-service days, and at other times when the public schools are closed but the college is in session.

I understand that I will be able to receive assistance as long as I am enrolled at Weatherford College and I meet the qualifications listed above. I must respond to all correspondence regarding future semesters in order to retain a space in the child care assistance program.

I understand that I will be responsible for any expenses the provider charges between semesters to hold a space for my child(ren) while the college is not in session. I understand that I should discuss this with the provider prior to placing my child(ren) in care so that I will be aware of any expenses that I may have which are not covered by the college. (Example: There are 3-4 weeks between the Fall and Spring semesters and 1 week at Spring Break. The child care center may expect the parent to pay the weekly rate during that time in order to hold the space at the center. The college cannot pay for times when the student is not attending classes.)

I, the undersigned, have read and agree to all of the above statements. I understand that I must abide by this agreement and that failure to adhere to these policies may result in the loss of the child care assistance I am receiving.

______________________________	______________________________
Student's Signature	Special Populations Coordinator
______________________________	______________________________
Date	Date

Weatherford College
Child Care Assistance Program
Exit Survey of Participants

Weatherford College has provided child care assistance for vocational students during the 1991-1992 academic year. As a program participant, we would like your responses to the following questions. **Please complete this survey and return it in the enclosed envelope to Weatherford College by May 26, 1992.**

For what length of time did you receive child care assistance through the Carl D. Perkins program?

☐ One semester
☐ Two semesters
☐ More than two semesters

What percentage of your child care costs were paid for by the grant?

☐ 50%
☐ 75%
☐ More than 75%

Did you receive any other financial assistance with child care while you were receiving assistance through the Perkins grant?

☐ No

☐ Yes

If yes, please explain. ______________________________

____

Would you have been able to attend classes at Weatherford College if child care assistance had not been available?

☐ No
☐ Yes

What alternative method would you have used to pay for child care if Perkins funds were not available?

____

____

Did you encounter any problems with the Child Care Assistance Program?

☐ No
☐ Yes

If yes, please explain. ______________________________

____

Do you have any suggestions for improving the program?

☐ No
☐ Yes

If yes, please explain. ______________________________

____

If you were accepted into the Child Care Assistance Program, but left the college before receiving a certificate or degree, why did you drop out? You may choose more than one answer.

☐ Academic reasons
☐ Personal reasons
☐ Financial reasons other than child care costs
☐ Financial reasons including child care costs
☐ Child care costs alone--not enough child care assistance available

Agency Information

National Displaced Homemakers Network

The Displaced Homemakers Network

The Displaced Homemakers Network is a national umbrella organization that links people around the country who care about displaced homemakers. There are more than 1,100 programs in the nation providing counseling, workshop, skills training and job placement assistance to displaced homemakers. The Displaced Homemakers Network is the only organization in the country working at the local, state, regional and national levels to help the displaced homemaker provide for herself and her family.

The mission statement of the Displaced Homemakers Network summarizes the intent and purpose of this outstanding organization.

Mission Statement

The National Displaced Homemakers Network is dedicated to empowering displaced homemakers of all racial and ethnic backgrounds and assisting them to achieve economic self-sufficiency. The Network affects public policy by working with lawmakers and business leaders to create and strengthen programs that help displaced homemakers in achieving these goals. The National Network is committed to ongoing, comprehensive public education to build awareness of the needs of displaced homemakers. The National Network collects data, disseminates information, provides technical assistance, and acts as a communication link to the more than 1,000 programs, agencies, and educational institutions that provide job training and other vital services to America's 15.6 million displaced homemakers.

For More Information

Write to:

The National Displaced Homemakers Network
1625 K Street Northwest, Suite 300
Washington, D.C. 20006

For more information regarding the National Displaced Homemakers Network, see packet of information.

Job Training Partnership Act

Overview

In 1982, the federal government enacted the Job Training Partnership Act following twenty years of federal involvement in job training programs. The first piece of legislation was

- the Manpower Development and Training Act of 1952, followed by
- the Economic Opportunity Act of 1964 (creating the Job Corps and Neighborhood Youth Corps, and authorizing private sector on-the-job training programs), the
- Emergency Employment Act (1971),
- the Comprehensive Employment and Training Act of 1973 (consolidating a number of separate categorical programs into nationally-directed programs administered by local prime sponsors)
- and CETA's various amendments (Emergency Jobs and Unemployment Assistance Act of 1974, Youth Employment and Demonstration Projects of 1977, CETA Reauthorization Act of 1978).

Federal involvement in job training programs began as a response to workers who were displaced by automation, but within a year the focus shifted to the disadvantaged.

Upon termination of CETA, the Federal Government passed the Job Training Partnership Act. This Act decentralized programs by granting funds to Governors to be administered at the local labor market level through joint partnership of the private sector and local elected officials. The thrust of these programs was to be classroom training, on-the-job training, summer youth enhancement programs, with special programs for older and dislocated workers.

The new legislation does not permit public service employment (PSE) and requires the establishment of an accountability system (with incentives, technical assistance and sanctions provisions).

JTPA differs from previous legislation for job training in several key areas:

- Governors have responsibility for planning managing and evaluating programs.
- Funds are administered by the state, not the U.S. Department of Labor.
- Governors have the opportunity to develop an integrated comprehensive system for meeting skills and other business needs of employers as well as the training needs of their citizens. The Act requires coordination of its programs with related human resource development programs (e.g., economic development, vocational education, rehabilitation, public assistance, or employment service).
- The private sector is involved in the planning, management and evaluation of programs at the state and local levels.
- The program has uniform system to measure program performance.
- The purposes of the JTPA are to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to the economically disadvantaged and others who face serious barriers to employment.

From *Navigating the Labyrinth: The Connection Between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.* Texas Higher Education Coordinating Board and Texas Department of Community Affairs, 1987.

Title I-Title V of the Job Training Partnership Act

The five major parts of the Job Partnership Training Act are:

Title I describes the state and local service delivery system.

Title II authorizes funds and sets out requirements for training services to be provided at the local level for economically disadvantaged adults and youth.

Title II, Part A has five sections:

Formula allocations to local service delivery areas 78%

Allocation for state administration of JTPA 5%

Funding for incentive bonuses to local areas that exceed performance criteria, and funding for providing technical assistance to local areas that fail to meet performance criteria 6%

Funding for state education coordination 8%

Title II, Part B authorizes formula-allocated funds to local areas for provision of training and employment services to economically-disadvantaged youth ages 16-21 (14 to 15-year-olds may also be served at the discretion of the local service delivery area).

Title III provides for state-administered training and employments services to workers that are dislocated. There are two sources of funds to serve these individuals:

Formula funds (75%) are distributed to each state using a formula (100% non-federal match applies)

Discretionary funds (25%) are retained by the Secretary of Labor for application by states and local areas on a needs basis (no match provision)

Title IV authorizes federally administered programs for:

Native Americans and Migrant Workers

Job Corps

Veterans

Labor Market Information

National Commission for Employment Policy

Training to Fulfill Affirmative Action

Title V contains miscellaneous provisions, including amendments to the Wagner-Peyser and Social Security Acts.

Title IIA Eligibility Criteria

A. Must be a citizen or eligible non-citizen

B. Must be a resident of the Service Delivery Area

C. If male, must register for Selective Service if born on or after January 1960, if at least 18 but not yet 26 years old

D. Must be economically disadvantaged. An individual is economically disadvantaged who:

1. Receives, or is a member of a family which receives cash welfare payments under a Federal, State or local welfare program, or
2. Has, or is a member of a family which has received a total family income for the six-month period prior to application for the program involved (exclusive of employment compensation, child support payments and welfare payments) which in relation to family size was not in excess of the higher of:

   The poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or

   70 percent of the lower living standard income level, or
3. Is receiving food stamps pursuant to the Food Stamp Act of 1977, or
4. Qualifies as a homeless individual under Section 103 of the Stuart B. McKinney Homeless Assistance Act, or
5. Is a foster child on behalf of whom state or local government payments are made, or
6. Is a handicapped individual 16 years of age or older whose own income meets the requirements of 1 or 2 above, but who is a member of a family whose income does not meet such requirements.

The above information is in the process of being revised. Please contact regional or local offices for current data.

Job Training Partnership Act Regional Offices

➤ **Region I, Office #150**
Lubbock
Mary A. Valentini,
Regional Director
#14 Briercroft Office Park
Lubbock, TX 79412
(806) 762-0375

➤ **Region II, Office #174**
Ft. Worth
Lon W. Young,
Regional Director
3005 Alta Meree
Ft. Worth, TX 7616
(817) 731-7343

➤ **Region III, Office #158**
Austin
Leslie Gail Lovell,
Regional Director
3000 South IH-35,
Suite 300
Austin, TX 78704
(512) 447-0616

➤ **Region IV, Office #175**
Houston
Jimmie D. Milhauser,
Regional Director
3600 South Gessner,
Suite 220
Houson, TX 77063
(713) 977-2613

➤ **Region V, Office #172**
San Antonio
Terry W. Smith,
Regional Director
5805 Callaghan, Road,
Suite 311
San Antonio, TX 78228
(512) 680-3325

➤ **Region VI, Office #173**
Dallas
Robert M. Marx,
Regional Director
10935 Estate Lane,
Suite 370
Dallas, TX 75238
(214) 343-0991

Client Self-Support Services (CSS)

Eligibility for Client Self-Support Services, except for Family Violence Services, is based on income, available resources, and family size. Potential recipients must apply for services in the counties where they live at the office serving each person or family's ZIP code. (See the list of offices at the end of this section.)

- **Aid to Families with Dependent Children (AFDC)**

  In Texas, AFDC provides monthly checks of approximately $57 per month per child. Eligible families have needy, dependent children who are deprived of parental support through death, continued absence, or physical or mental incapacity. Benefits also include Medicaid and employment services. The AFDC grant is supposed to provide for all basic household needs except for food.

- **AFDC-Unemployed Parents (AFDC-UP)**

  Provides AFDC for two-parent families based on the main wage earner being out of work or under-employed. Income and resource requirements are the same as for basic AFDC. Benefits for AFDC-UP are also the same except that AFDC-UP benefits are issued for only six months during a 12-month period.

- **Food Stamps**

  Federal Funds help low-income households meet basic food needs through a monthly amount of food stamps based on income and resources. Food stamps may be exchanged for food products only and *not* for paper products, soap, toilet articles, liquor, tobacco, or other non-food products.

- **Medicaid**

  Helps pay the cost of medical care for low-income families meeting eligibility criteria set by federal regulations. CSS Medicaid covers eligible pregnant women, children, and caretakers of children who are deprived of parental support of one or both parents.

- **Family Violence Services**

  Assistance provided to victims of family violence and to violent family members without regard to income available resources, family size, or citizenship. Services include 24-hour crisis hotlines, 24-hour shelters, emergency medical care and transportation, counseling, and children's services for violent family members, information and referral, legal assistance, and employment services.

The following CSS programs help eligible low-income families achieve economic independence from public assistance. For caretakers receiving AFDC or AFDC-UP, the overall set of programs is known as WINGS (Winning Independence and Gaining Success) and JOBS (Job Opportunities and Basic Skills). Some programs are open to low-income families who do not receive AFDC or AFDC-UP but who do receive food stamps or Medicaid.

➤ **Early Periodic Screening Diagnosis and Treatment (EPSDT)**

Physical and dental health services to find and treat health problems before they become serious. EPSDT serves newborns, children, and teens under age 21 who are eligible for Medicaid. Services include physical examinations, dental check-ups, shots, test for tuberculosis and blood lead levels, treatment, and necessary, prescribed medical equipment and supplies.

➤ **Food Stamp Employment Services**

Adults who receive food stamps but not AFDC and who are not employed must participate in programs of the Texas Employment Commission.

➤ **JOBS**

Education, vocational training, job search skills, and employment counseling services are targeted for AFDC and AFDC-UP recipients. Clients strive to land jobs providing health insurance and paying more than minimum wage so they can afford child care. CSS case managers serve as guides to help clients solve problems that might stop them from achieving this goal. JOBS participants are eligible for child care and money for transportation to and from JOBS activities as well as for AFDC, Medicaid, and often, food stamps. When a client begins working, the child care and Medicaid benefits continue for 12 months.

➤ **Day Care for Children**

TDHS contracts with child care management systems (CCMS's) to provide child care for children of food stamp and of AFDC and AFDC-UP parents who meet certain guidelines. Parents must meet guidelines related to income and to education, job training, job hunting, or employment.

➤ **Family Planning Services**

Offers counseling and medical services for voluntary limiting of family size and/or spacing of child births. Eligible families and individuals receive Medicaid or meet low-income guidelines.

Texas Department of Human Services Regional Offices

- **Region 2**
Lubbock
Terry Temple,
Regional Administrator
P.O. Box 10528
Lubbock, TX 79408
(806) 741-0541

- **Region 3**
El Paso
Joe Tarin
Regional Administrator
P.O. Box 10276
El Paso, TX 79994
(915) 599-3742

- **Region 4**
Abilene
David Mayberry
Regional Administrator
P.O. Box 6635
Abilene, TX 79609
(915) 844-7221

- **Region 5**
Arlington
Jerome A. Lindsay
Regional Administrator
P.O. Box 5128
Arlington, TX 76005-5128
(817) 640-5090

- **Region 6**
Austin
Jim Lehrman
Regional Administrator
P.O. Box 15995
Austin, TX 78761
(512) 834-3458

- **Region 7**
Tyler/Paris
Erwin Dabbs
Regional Administrator
3800 Paluxy Drive, Bldg. 2
Tyler, TX 75703
(903) 561-5620

- **Region 8**
Edinburg
Deana Longoria
Regional Administrator
P.O. Box 960
Edinburg, TX 78539
(512) 383-5344, Ext. 203

- **Region 9**
San Antonio
David Trejo
Regional Administrator
P.O. Box 23990
San Antonio, TX
78223-0990
(512) 337-3271

- **Region 10**
Beaumont
June Klein
Regional Administrator
285 Liberty, 9th Floor
Beaumont, TX 77701
(409) 835-3751

- **Region 11**
Houston
Mamie Ewing
Regional Administrator
P.O. Box 16017
Houston, TX 77222
(713) 696-7100

Organization

The Texas Employment commission (TEC) was established by the Texas Legislature in 1936 to serve the employment needs of Texans. TEC finds jobs for people and people for jobs (Job Service), pays unemployment benefits to those eligible (Unemployment Insurance) and administers Special Programs for the Federal Government. TEC has been able to provide effective employment service to the people of Texas.

The Texas Employment commission is headed by three Commissioners appointed by the Governor and confirmed by the Senate. One, the Chairman, represents the general public. Another commissioner represents Texas' workers and the third represents the employers. The Commissioners are the chief policy makers for the Agency.

The Administrator and the administrative staff plan and direct the overall operation of TEC in accordance with Commission policy. They direct over 130 local offices and 3500-plus employees throughout Texas, assuring that the Commission's policies and directives are incorporated into TEC's services to the public.

The ten Regional Directors are directly involved in serving the public throughout the State. The Regional Directors implement the policies and procedures and direct the operation of the local offices in their regions. They provide guidance and technical assistance for all programs and monitor local offices to assure quality services. The local office manager directs the local staffing providing beneficial services to the members of the community.

Employment Services

Every local Texas Employment Commission office provides automated job referral service to any unemployed individual over 15 years of age. This statewide system matches worker skills with the job requirements established by employers who have job openings. Job seekers may participate in occupational counseling workshops, obtain information on resume writing and job interviewing techniques, and receive aptitude and skill proficiency testing. If you are seeking employment, contact your local TEC office.

State Office

Texas Employment Commission
TEC Building
Austin, Texas 78778
(512) 463-2664

TEC Regional Offices

- **Amarillo**
  Derrell Rogers
  Regional Director
  7118 IH 40 West,
  Bldg. D
  P.O. Box 50015
  Amarillo, TX 79159-0015
  (806) 358-7481

- **Austin**
  Martin Aguirre
  (Acting) Regional Director
  1524 S. IH 35, Suite 225
  P.O. Box 3255
  Austin, TX 78764-3255
  (512) 447-1202

- **Beaumont**
  Charles C. Rutherford Jr.
  Regional Director
  3155 Executive Blvd.,
  Suite 228
  P.O. Box 20315
  Beaumont, TX 77720-0315
  (409) 842-6386

- **Corpus Christi**
  Tyner W. Little
  Regional Director
  514 North Staples Street
  P.O. Box 748
  Corpus Christi, TX 78403
  (512) 882-7491

- **Dallas/Ft. Worth**
  I. V. Ferguson
  Regional Director
  5300 John W. Carpenter
  Freeway
  P.O. Box 569460
  Dallas, TX 75356-9460
  (214) 631-6050

- **El Paso**
  Leonar M. Provencio
  (Acting) Regional Director
  616-618 N. Santa Fe
  P.O. Box 562
  El Paso, TX 79944-0562
  (915) 544-4530

- **Houston**
  Joel Terry
  Regional Director
  2040 North Loop West,
  Suite 300
  P.O. Box 1390
  Houston, TX 77251
  (713) 956-4170

- **Longview**
  Sandra Crisler
  Regional Director
  1125 Judson Rd., Suite 119
  P.O. Box 2152
  Longview, TX 75606-2152
  (903) 758-9985

- **Midland**
  Gerald E. Damm
  (Acting) Regional Director
  3001 North Big Spring
  P.O. Box 1231
  Midland, TX 79702-1231
  (915) 687-1713

- **San Antonio**
  Velma A. Burkham
  Regional Director
  301 S. Frio, Suite 480
  San Antonio, TX 78207
  (512) 228-0200

Vocational Rehabilitation Division

The Vocational Rehabilitation Division of the Texas Rehabilitation Commission is dedicated to helping handicapped Texans, who have a wide range of physical and mental disabilities, secure and maintain jobs.

➤ Major Disability Groups Served

The Vocational Rehabilitation Division serves people with a wide variety of disabilities. Some of the major disability groups are:

- Orthopedic Deformities (includes amputations)
- Mental Health (includes alcoholism, drug addiction, character disorders)
- Internal Medical Conditions (includes epilepsy)
- Mental Retardation
- Deaf and Hearing Impaired
- Speech and Language/Learning Disabilities

Eligibility

A person must meet two requirements to be eligible to receive vocational rehabilitation services:

- The person must have a disability which results in a substantial handicap to employment
- Vocational rehabilitation services may reasonably be expected to benefit the person in terms of employability

The vocational rehabilitation counselor decides if an applicant is eligible to receive services. The counselor works with each eligible client to determine the client's needs, develop a vocational rehabilitation plan and follow-up on the client's success. The counselor works closely with doctors, employers, other agencies and every resource available to carry out this job.

From the brochure *Vocational Rehabilitation Division, Texas Rehabilitation Commission*,1992.

Vocational Rehabilitation Division Services

Many services are available to eligible clients and are provided based on each client's individual need. Some of these services are:

- **Medical, Psychological and Vocational Evaluation**
  to determine the nature and degree of stability, job skills and capabilities.
- **Counseling and Guidance**
  to help the client and his/her family plan proper vocational goals and adjust to the working world.
- **Interpreter Services**
  for the deaf.
- **Medical Treatment**
  including hospitalization, surgery and therapy to lessen or remove the disability.
- **Assistive Devices**
  such as artificial limbs, braces, wheelchairs and hearing aids to stabilize or improve function on the job and at home.
- **Training**
  in trade schools, business school, college, university, rehabilitation center, on the job or at home.
- **Halfway House Services**
- **Selective Job Placement**
  compatible with the person's physical and mental ability
  Selective Job Placement
  compatible with the person's physical and mental ability.
- **Follow-Up**
  after placement to ensure job success.

For More Information

about services offered by the Vocational Rehabilitation Division, contact:

Texas Rehabilitation Commission
4900 N. Lamar Blvd.
Austin, Texas 78751-2316
(512) 483-4000

The Women's Bureau: What It Is, What It Does

For 70 years the Women's Bureau has been a strong voice and a helping hand for working women. Although its policy emphasis and program direction have necessarily changed with the changing times of each passing decade, the bureau's current and future role is born out of its past.

One of the oldest agencies in the U.S. Department of Labor, the bureau was created by Congress on June 5, 1920, and given a mandate: "to formulate standards and policies which shall promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." At this time, women worked long hours, often in unsafe and unhealthy environments, and received low wages.

These oppressive conditions prompted women's organizations to urge Congress to establish a Federal agency that would investigate and document worklife conditions for women and recommended changes. Thus, in its early life the bureau documented the need for labor reform. After the Fair Labor Standards Act was passed in 1938, establishing the first Federal wage and hour law, the bureau worked to extend coverage to additional workers.

In the 1940's after World War II began, the Bureau helped the Nation meet its need for industrial workers while men served in the military. Women were encouraged to enter the labor force while the Bureau worked with industry leaders to develop training programs for these newcomers. The Bureau also encouraged the development of child care centers to provide adequate care for the children of those working mothers.

Throughout the 1950's and 1960's, the Bureau addressed a widening array of issues ranging from career-oriented training and education to passage of the Equal Pay Act. The bureau was instrumental in the creation of the President's Commission on the Status of Women in 1961 and subsequently provided needed information, contacts, and technical assistance to the various task forces that studied and reported on the status of women throughout the United States.

During the 1970's women joined the work force in increasing numbers. The bureau worked for women's greater access to employment and training as well as to careers of their choice. Another emphasis was the recruitment of women to nontraditional jobs in the trades, professional specialties, and the upper levels of corporate management, which generally paid higher wages and offered mobility and good fringe benefits.

In the 1980s, the multiple-earner family became the norm. There was also a rapid increase in the number of families maintained by single adults, mainly women, and mothers with preschool children entered the labor force in rapid numbers. New issues emerged around the limited amount of time available for family care needs, and the bureau advocated policies and practices to help make work and family needs compatible. Also, during this decade, women made tremendous strides in increasing their level of education and in expanding their presence in virtually all occupations.

From the publication *The Women's Bureau: What It Is, What It Does*, Women's Bureau, U.S. Department of Labor, 1991.

As the 1990's begin, the Bureau enters its eighth decade of service to women. Special attention continues to be focused on development of policies and procedures that will enable the balancing of work and family responsibilities. The bureau has already responded by instituting the Work and Family Clearinghouse. This computerized data base suggests options that employers might consider in order to help workers resolve conflicts in balancing their work and family responsibilities. The Bureau also began examining the implications for women workers in the 21st century workplace as data projecting the nature of work and composition of the work force became available.

From its position in the Office of the Secretary of Labor, the bureau participates in departmental policy making and program planning, and serves as a coordinating body in the Department of Labor for programs affecting women. To establish vital links at local levels, the bureau has offices in the ten Federal regions across the Nation. Headed by regional administrators, the offices implement national programs and policies, develop local initiatives to address local needs, and disseminate information and publications. Both national and regional offices work cooperatively with women's organizations and commissions for women, the private sector, unions, program operators, educational and training personnel, social service agencies, and government at all levels.

To remain in the forefront on issues, the bureau initiates and supports research and analyses in economic, social and legislative areas, and makes policy recommendations. It also tests innovative ideas and approaches through demonstration projects that help prepare women to enter or reenter the work force, move into new areas of work, or move up in their careers. The Bureau carries out an information and education program through publications, audiovisuals, media relations, feature articles, and public speaking. On the international level, the bureau participates actively in high-level policy development for working women.

Now and in the future, the Women's Bureau will remain not only a strong voice that advocates policy but also a helping hand that activates programs to assist working women and potential workers, and thus to carry out its congressional mandate of 1920.

For More Information

Call or write:

U.S. Department of Labor
Women's Bureau
Region VI: Dallas
Federal Building
525 Griffin Street, Suite 731
Dallas, Texas 75202

Women's Bureau
Office of the Secretary
U.S. Department of Labor
200 Constitution Avenue NW
Washington, DC 20210

Appendix: Sample Intake Forms

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National Displaced Homemakers Network MIS

INTAKE FORM

Check if entered in to MIS ________

CENTER __________ STAFF ID __________ ENROLLMENT DATE: ___/___/___

SSN ______________________________ BIRTHDATE: ___/___/___

NAME ______________________________ PHONE: (_____) __________

ADDRESS ______________________________ EMER. PHONE: (_____) __________

CITY ______________________________ COUNTY ______________

STATE ____________ ZIP ____________ TYPE: ______________

(circle the most appropriate response)

1. U.S. Citizen? T true F false

2. How did you hear about this program? (circle all that apply)

Media:	T true	F false	
Word of Mouth:	T true	F false	
Referral:	T true	F false	Agency Referred by: (see code list) ____________

3. Sex:
   F Female
   M Male

4. Race:
   W - White
   B - Black
   H - Hispanic
   N - Native
   A - Asian
   O - other

5. Head of Household? T true F false

6. Displaced Homemaker: T true F false

7. Dislocated Worker T true F false

8. Limited English: T true F false

9. Handicapped: T true F false

comments ________________

10. Marital Status: (circle the most relevant)	DATE	COMMENTS
1. Divorced	___/___/___	____________________
2. Separated	___/___/___	____________________
3. Widowed	___/___/___	____________________
4. Married - Disabled Spouse	___/___/___	____________________
5. Married - Unemployed Spouse	___/___/___	____________________
6. Married - Spouse present and able	___/___/___	____________________
7. Single, with children	___/___/___	____________________
8. Single, without children	___/___/___	____________________
9. Marriage at risk	___/___/___	____________________

11. Number of Dependents:

0-5 years ______ 6-18 years ______ Over 18 years ______

12. Number of years primarily a homemaker __________

13. Currently Employed:

F - Full time
P - Part time or seasonal
N - Not employed, not looking
U - Unemployed, looking for work

14. Occupation:

MA Managerial/administrative
PT Professional/technical
SA Sales
CL Clerical
SK Skilled trade/craft worker
OP Operator
SW Service worker
SE Self-employed

15. Hourly Pay: ____________________

16. Years of Part time employment: ____________

17. Years of Full time employment: ____________

18. What other jobs held? (paid work)

Type of work ____________________ Years ____________
Type of work ____________________ Years ____________
Type of work ____________________ Years ____________

19. Have not worked outside the home for pay: T true F false

20. Volunteer work: T true F false

21. Type of volunteer work:

___ Community
___ Health related
___ Service
___ Fundraising
___ Political
___ Other ___________

22. Total time spent in volunteer activities ___________

23. Highest Education Level Completed:

LHS less than high school
HSD high school diploma
HSG high school GED (date: ___/___/___)
PHS post high school
AA Assoicates degree
BA Bachelor's degree
PG Any post-grad work or degree

Other Education:

____
____
____

24. Are you currently in school? T true F false

25. Monthly income from all sources: ___________ (family income, cash only).
**** If $0, enter $1 *****

26. Source of Income (check all that apply)

___ salary
___ alimony
___ child support
___ AFDC
___ Other Public Assist.
___ Social Security
___ SSI
___ Food Stamps
___ Medicare
___ Unemployment
___ Other (savings, rent, etc.)

27. Are you a JOBS registrant? T true F false

28. Needs (check all that apply):

___ Personal/Development
___ Child Care
___ Housing
___ Legal
___ Health
___ Transportation
___ Career Exploration
___ Education
___ Job Seeking
___ Financial Aid
___ Other ___________

29. What is your current housing situation?

___ Own my own home/apartment
___ Rent my home/apartment
___ Receive rent subsidy
___ Share housing with others

Comments: ___________

____

[for single parent teen programs only]
29. Are you pregnant at this time? T true F false

AUSTIN COMMUNITY COLLEGE
SUPPORT CENTER
ELIGIBILITY INFORMATION
(CONFIDENTIAL)

☐ DIS ☐ SE ☐ SP/IIM ☐ SPSV

Please print & complete all sections.

Date: __/__/__/ SS #: __ __ __-__ __-__ __ __ __ Campus: ____________

Name: ____________ Last ____________ First ____ MI

Address: ____________ Street and # ____________ City ____________ Zip Code

Home Phone: ____________ Work Phone: ____________

Age: ☐ under 17 ☐ 17-22 ☐ 23-30 ☐ 31-40 ☐ 41 and over

Gender: ☐ male ☐ female

Ethnicity: ☐ African-American ☐ Anglo-American ☐ Native-American ☐ Hispanic-American ☐ Asian-American ☐ International ☐ Other

Marital Status: ☐ unmarried ☐ married ☐ divorced ☐ separated ☐ widowed

Dependent child(ren)at home: ☐ no ☐ yes #_____

How did you hear about the Support Center?

Major or area of Interest: ☐ undecided ☐ other ____________

Currently enrolled at ACC: ☐ yes ☐ no

Next semester planning to enroll at ACC: ☐ Fall ☐ Spring ☐ Summer Year:____

Please check all that apply:

☐ Have worked primarily to care for home or family without pay.
☐ Previously depended on, but no longer receiving, the income of another relative.
☐ Unemployed
☐ Single parent with custody or joint custody of minor child(ren).
☐ Pregnant
☐ Receiving food stamps, AFDC, or social security.
☐ Receiving Pell Grant.
☐ Unemployed
☐ Low income $__________(month)
☐ GED
☐ Enrolled in or advised to register for Parallel Studies course(s).
☐ In a non-traditional program for your gender. eg. nursing for males.
☐ First-generation college student.
☐ Disability: orthopedic, learning, emotional, other____________
☐ Receiving assistance from TRC, SSDI, or workers compensation.

I certify that all the information on this application is correct____________
Signature

For Office Use Only:

Intake Signature: ____________ Date: __/__/__/ Student Major: ____________

Requested: ☐ information ☐ counseling ☐ dependent care ☐ textbooks ☐ supplies ☐ transportation ☐ interpreter ☐ special services

Initial screen ☐ DIS ☐ SE ☐ SP/IIM ☐ SPSV program year:_____

Action taken and/or notes:

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ACC : 97

Financial Status: this information is confidential. It will be used to identify Austin Community College, community, and personal resources to assist you to meet your educational goals.

Monthly Income

$____________earned income from pt/ft employment
$____________AFDC
$____________food stamps
$____________child support
$____________alimony
$____________workers compensation, social security or social security disability
$____________other (eg. partner, parents, gifts, loans,etc.). Please specify source and amount____

$____________Total monthly income

$____________Total yearly income from all sources, **excluding ACC's financial aid.**

Monthly Expenses (Estimated)

$____________rent/mortgage
$____________electricity
____________natural gas
$____________water/sewage
$____________car payment
$____________gasoline/transportation
$____________car insurance
$____________bank loans
$____________personal care
$____________baby items
$____________dependent care
$____________groceries/household
$____________medical expenses
$____________dental expenses
$____________medical insurance
$____________life insurance
$____________telephone
$____________cable tv
$____________credit cards
$____________other debts
$____________incidentals/ explain____________
$____________**Total monthly expenses**

$____________**Total monthly income**
$____________**Total monthly expenses**
$____________**Balance remaining**

I certify that all the information on this application is correct.

____
Signature

02/91

AUSTIN COMMUNITY COLLEGE
SUPPORT CENTER
ASSESSMENT PART I

Date___/___/___ Campus:______________ ______________

Student Name:______________________________ Social Security #________________

☐ previous Support Center participant ☐ new Support Center participant

Family Situation:

Please provide the following information for all members of your household:

Name	Age	Relationship	Birthday	Child Care Provider, if applicable	hours in day care	Child Care Fee

Educational Status:

For current ACC students:
Program of study:________________________________
Main campus of study:____________________________
How many credit hours you estimate you will enroll for
Fall _____
Spring_____
Summer_____

For new ACC students:
How many years has it been since you were in school?_________
I am planning to attend ACC ☐ full-time ☐ part-time
☐ mornings ☐ afternoons ☐ evenings
What career do you want to pursue?______________________________________

Financial Aid Award:

☐ have applied ☐ have not applied ☐ pending

$____________Pell Grant Award
$____________Loan amount
$____________Scholarship amount

CEDAR VALLEY COLLEGE
Single Parent/Displaced Homemaker Program Application

Date of Application ______________________ SS# ________________

Applicant's Name ____

Address ____

City __________________________ State ______________ Zip ______

Home Telephone ___________________ Work Telephone ___________________

Sex:

a. Female
b. Male

Race/Ethnicity:

a. White
b. Black
c. Hispanic
d. American Indian
e. Asian/Pacific Islander
f. Other __________

Marital Status:

a. Never Married
b. Separated
c. Divorced
d. Widowed
e. Married

Number of children 18 or under ________ Ages ________________________

Status (Circle all that apply):

a. Single parent -- an unmarried person with a minor child or children of whom he/she has custody or is managing conservator.

b. Displaced homemaker -- an unemployed or underemployed adult who has worked primarily without pay to care for home and family and has diminished marketable skills.

c. Other --
  1. Homemaker: an adult who works primarily without pay to care for home and family.
  2. Dislocated Worker: a person who has lost their job due to layoff.
  3. Adult re-entering college: a person over age 25 who has been out of school five (5) years or more.

Source of total household income (Circle all that apply):

a. Own Salary
b. Spouse's salary
c. Child support
d. Food stamps
e. AFDC
f. Housing Subsidy
g. Social Security
h. Retirement
i. Investments, etc.
j. Student financial aid (grants,loans,etc.)
k. Other

Employer (Company) ____

Your job title ________________________ Number of hours/week __________

CVC courses this semester (list course name and numbers):

____

Total credit hours you are taking/planning to take this semester: ______________

Major/Certificate program ____

Education (Circle highest level completed):

a. 1 - 11
b. High School diploma
c. G.E.D.
d. Some college
e. Business/trade school
f. Associate's (2-yr) Degree
g. Bachelor's (4-yr) Degree
h. Graduate Degree
i. Other ______________

What services would you like to receive?

a. Book assistance
b. Supplies/Tools
c. Job Training Skills
d. Referral Services (Off/On campus)
e. Pre-Employment Skills
f. Counseling: (Academic __, Career __, Personal __)
g. Support Group/Seminar Workshop
Other: ______________________________

Children to be enrolled in child care (Print full names for each):

Child 1. ______________________ Birth date/age __________ SS# __________

Child 2. ______________________ Birth date/age __________ SS# __________

Child 3. ______________________ Birth date/age __________ SS# __________

Program in which children are to be enrolled (Circle the ones needed according to your planned course schedule): a. daytime b. evening c. MWF d. TR e. M-F f. Not sure

Financial/Living Expense Information

Estimated monthly family expenses

a. Housing	$ ______
b. Food	______
c. Clothing & laundry	______
d. Household & personal supplies	______
e. Medical & dental	______
f. Transportation costs (upkeep, fares, etc.)	______
g. Child care (during work hours)	______
h. Child suport payments	______
i. Car payment(s)	______
j. Other expenses - list	______
______________	______
______________	______
TOTAL	$ ______

Estimated monthly family income

a. Your earnings	$ ______
b. Spouse's earnings	______
c. Savings, etc.	______
d. Family help	______
e. Veterans' benefits (including spouse's)	______
f. Total family welfare benefits	______
g. Total family SS benefits	______
h. Child support income	______
i. Scholarships/grants (educational assistance of any kind)	______
j. Other income - name source:	______
______________	______
______________	______
TOTAL	$ ______

Please indicate where you will live this semester:
a. own home b. with relatives c. other ______________________

Name and phone number of individuals to contact in case of an emergency with your child(ren) and you cannot be reached:

Name ______________ Home # ______________ Work # ______________

Name ______________ Home # ______________ Work # ______________

The above information is true to my knowledge. I understand that any false information given may disqualify me from consideration for and participation in this program.

______________________________ ______________
Applicant's Signature Today's Date

Northeast Texas Community College

Application for Special Support Services

Submit applications to:
Judy Jackson, Northeast Texas Community College, P.O. Box 1307, Mt. Pleasant, Texas 75456-1307

PLEASE PRINT OR TYPE

Name: ______________________ ______________________
Last First Middle

Address: ____
No. & Street County City, State Zip

Phone: (____)__________________ ☐ Yours ☐ Relative ☐ Friend

If other than your own phone, name of relative or friend ______________________

Social Security Number: ________-________-__________ ☐ Female ☐ Male

Marital status: ☐ Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed

Highest education received:
☐ 1-7 yrs ☐ 8-11 yrs ☐ GED ☐ High school graduate ☐ College ______Number of hours completed

You must be enrolled in one of the following courses of study in order to qualify for assistance:

Accounting
Agriculture
Computer Information Systems
Cosmetology
Criminal Justice
Licensed Vocational Nursing
Banking
Management
Nursing
Professional Secretary
Automotive Technology
Ranch & Farm Management
Diesel Technology
Business Administration
Real Estate

What will be/is your major at Northeast? ______________________

Are you a ☐ new or ☐ returning student to Northeast?

How many hours will you enroll this semester? ______

When do you plan to graduate from Northeast? ______________

How will you be paying for your college tuition? ______________________

How many miles do you travel to the college one way? ______________

Do you own a car? ______ Do you carpool? ______

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Information to be used in evaluation of qualifications for Special Support Services through the Carl Perkins Vocational Education Grant.

Earned Income .... $ __________
Other Income .... $ __________
Total Income .... $ __________

(Please circle: child support, AFDC, Social Security, unemployment, Other__________________________)

Monthly Expenses (Estimated)

Rent/Mortgages .... $ __________
Electricity .... $ __________
Natural Gas .... $ __________
Water/Sewage .... $ __________
Car Payment .... $ __________
Bank Loans .... $ __________
Clothing .... $ __________
Baby Items .... $ __________
Day Care .... $ __________

Groceries/Household .... $ __________
Medical Expenses .... $ __________
Dental Expenses .... $ __________
Medical Insurance .... $ __________
Life Insurance .... $ __________
Major Credit Cards .... $ __________
Department Store Credit .... $ __________
Other Credit/Accounts .... $ __________
Other Expenses .... $ __________
(Please explain__________________________

TOTAL MONTHLY EXPENSES $ __________

Total Monthly Income .... $ __________
Total Monthly Expenses .... $ __________
BALANCE REMAINING .... $ __________

Please check all that apply to you:
☐ Single parent ☐ Handicapped ☐ Economically disadvantaged
☐ Non-traditional major ☐ Adult in Priority Program

Number of family members, include yourself______________

Other financial assistance:
☐ Federal assistance + Pell Grant
☐ Federal assistance or Pell Grant
☐ Scholarship - name of scholarship ____
☐ Living alone
☐ Living with spouse/significant other
☐ Living with parents

(Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act of 1990).